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Procedures Used in Planning and Construction of New Elementary School #2, City School District of Rochester

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**PROCEDURES USED IN PLANNING AND CONSTRUCTION OF NEW
ELEMENTARY SCHOOL #2, CITY SCHOOL DISTRICT OF ROCHESTER**

College Faculty Advisor: Herman Lybarger
Administrative Officers: Arnold B. Swift
Alma E. Haessig

Research 700: Field Project
June 10, 1962
Robert F. Humphrey

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LIST OF INTERVIEWS

ADMINISTRATION

1. Arnold B. Swift
Assistant Superintendent in Charge
of Administration
2. Alma E. Haessig
Administrative Director of Elementary
Schools
3. Ronald C. Heidenreich
Chief Consultant, Teacher Personnel
4. R. Park Parkhill
Coordinator of Administration

INSTRUCTION

5. Eberhard Thieme
Consultant, Industrial Arts
6. Clarisse Hinkley
Classroom teacher, School #19
7. Rodney Petersen
Principal, School #2
8. Sophia W. Greffrath
Principal, School #19

PUPIL PERSONNEL

9. Kenneth G. Randall
Director, Pupil Personnel
10. Grace Seett
Secretary, School #19

BUILDING & GROUNDS

11. Francis R. Scherer
Superintendent of School Buildings
12. Carl D. Ade
Architect

BUSINESS AFFAIRS

13. James S. McAllister
Coordinator of Business Affairs

ACKNOWLEDGEMENTS

The writer wishes to express his most sincere appreciation to Miss Alma Haessig, Administrative Director of Elementary Schools. Without her extensive assistance, it would have been impossible to gather the detailed data contained in this paper.

Mr. Arnold B. Swift, Assistant Superintendent in Charge of Administration, gave liberally of his time and information. For his great help and advice, a sincere thank you is extended.

The special advice, suggestions, and instruction so generously and patiently given by Mr. Herman Lybarger, Adviser, is most gratefully acknowledged.

Acknowledgement for their cooperation and aid is hereby extended to Mr. James S. McAllister, Mr. Rodney Peterson, and the many others who helped in the formulation and completion of this project.

PREFACE

"A new school must be built to relieve the rapidly increasing enrollment at Schools #3, #4, and #12." A statement similar to the above piqued the writer's curiosity and gave rise to questions such as the following:

1. How does an administrator start when he knows a new school is needed?
2. Where will the new school be located?
3. How large a school is needed? How does the administration decide?
4. How will they (the writer wasn't sure who "they" would be) decide what pupils will go to a new school?
5. How does the Superintendent get his information? Who helps him?
6. How much land is needed? How much will the project cost?

The writer decided that if he could work on something in connection with this project, he could really learn a great deal about the administrative details in the City of Rochester School District.

With this in mind, the writer approached the Assistant Superintendent in Charge of Administration and the Administrative Director of Elementary Schools¹ for permission to conduct the study. Wherever possible in this paper, the titles of individuals, rather than their names, will be used. The Assistant Superintendent and the Administrative Director very considerately and graciously

1. Appendix B, p. 31

permitted the writer access to necessary records and files available at the Central Office of the Administration Department so that information could be gathered. Furthermore, the Assistant Superintendent and the Administrative Director enlisted the writer's assistance in gathering facts and criteria for establishing an attendance district for the new school.

Most of the material for this paper was gathered after the fact from several sources. Interviews with administrators involved, at their offices and by phone, letters, reports of committee meetings, memorandas to various personnel working on the different phases of the project were all used by the writer when compiling data.

This research project was undertaken especially to determine and to outline the procedures used from the first planning for the new elementary School #2, originally designated School #32, right through to the opening date, September, 1961. No interpretation of why one procedure was followed in preference to another has been made or intended. The Administrative Director has told the writer,¹ and it has also been stated in various letters between members of the Administrative Department, that some different procedures are being used now; but many of the procedures used in the School #2 project are still in effect.

1. List of Interviews, p. iv, item 2

To facilitate presentation of material, this paper is divided in three main parts titled "Analysis of Needs", "Final Planning and Construction", and "School Plant and its Features". It should be mentioned here that many of the phases of a school building project run concurrently; many decisions must be made well in advance of their use while others can be made almost as the decision is being put into effect. The divisions of this paper do not denote order of importance or chronologic sequence of events.

Many of the notes, phone calls, and details that occurred have not been included in this paper. These have been omitted for several reasons, such as being too voluminous, being inconclusive, or being private and personal in nature.

As this building project was being carried on there were several changes in key personnel. The Superintendent's tenure was terminated on December 31, 1960, and Dr. James S. Wishart was appointed interim Superintendent. Mr. R. Park Parkhill retired on June 30, 1959. Miss Alma Haessig was appointed as Administrative Director of Elementary Schools and assumed many of Mr. Parkhill's duties. Other duties of the Coordinator of Elementary Schools were made the responsibility of the Coordinator of Business Affairs.¹

1. List of Interviews, p. iv, items 1 and 2

This has been a tremendously interesting and enlightening research to work on. The vast amount of study, correspondence, cooperation, compromise, and communication of ideas was truly amazing to the writer.

CHAPTER I

OVERVIEW

Overcrowded schools -

Three of Rochester's public elementary schools had become seriously overcrowded. Schools #3, #4, and #19 were originally intended to house 2,250 pupils.¹ The First Period Membership and Retention Rates,² a summary report compiled by the clerical staff of the Administrative Department and showing pupil enrollments for a period of years, by grade and by school, shows that in 1950 the total enrollment for Schools #3, #4, and #19 was 1,721. The same report shows that in 1960 the total enrollment for these three schools had increased to 2,818.³

Temporary classrooms, away from the schools themselves, have been used by the three schools. The Rochester Board of Education has been renting seven classrooms at the Immaculate Conception School, and two classrooms at Corn Hill Methodist Church for classes from Schools #3, and #4. One kindergarten class from School #4 has been housed in #5 School. One sixth grade, one fifth grade, and two third grade classes from School #19 have been meeting in School #44.⁴

1. List of Interviews, p.iv, item 1

2. Appendix C, pp.42,43, and 48

3. Ibid

4. List of Interviews, p.iv, items 1 and 2

School #3 had six of its classes meeting in "temporary" buildings that had been built on the school grounds.

School #19 had two of its classes meeting in a "temporary" building on its grounds. These buildings had been erected in 1957 and 1958. The "temporary" buildings are separate units, each housing two classrooms. They have their own heating, ventilating and health facilities. Each unit was constructed at an approximate cost of \$40,000.¹

Location of Schools #3, #4, and #19 -

The three schools are in the southwestern quarter of the city of Rochester. They are on the points of a triangle whose legs are approximately one mile long. A greatly abridged map² illustrates the general location of these schools. A more detailed map³ shows that School #4 is on Jefferson Terrace, half a block from Jefferson Avenue. School #3 is on Tremont Street, half a block from Plymouth Avenue, South. School #19 is on the corner of Magnolia Street and Seward Street, one block west of Plymouth Avenue.

The Problem *

A new school, large enough to adequately accommodate the excess enrollees from each of Schools #3, #4, and #19, must be constructed. A site for this school must be selected within reasonable walking distance for pupils now

1. List of Interviews, p. iv, item 2

2. Appendix D, p. 54

3. Appendix D, p. 55

attending Schools #5, #4, and #19.

The Rochester Board of Education does not own any properties other than the existing schools in this section of the city. It will, therefore, be necessary to purchase, from private owners, the properties needed to provide sufficient space for the new school and its accompanying grounds.

When the new school has been constructed it will be necessary to furnish it and staff it in accordance with the standards of the Rochester School System. This study will develop and discuss the procedures and devices used to arrive at critical decisions. The "Building Design Considerations for New Schools"¹ outlines the basic considerations for the total building, for kindergarten, for grades one and two, for grades three through seven, for special education classes, for special subject classrooms, for physical education, for community activities, for administration, and for general features of the building.

Pupil enrollment reports such as the "First Period Membership and Retention Rates"² are also discussed. The "First Period Membership and Retention Rates" is a continuous summary maintained for each school. This summary shows the enrollment figures by grade for a number of years. It also gives the percentage of current year's enrollment as

1. Appendix E, pp. 61-80
 2. Appendix C, pp. 42-43, and 44

4
compared with the previous year's enrollment.

The principals of Schools #3, #4, #19 and #2 must notify the families whose children are to be transferred to the new school. Forms which were used for communication between the school and public are included in this study.¹ The transfers will be determined by the boundaries of the new attendance areas which will have to be formed. This paper discusses how these boundaries were determined and includes descriptions² and a map³ of the boundaries.

Also considered and discussed by this paper are the many administrative steps necessary when a large school system undertakes to build a new school. Copies of Board of Education Resolutions,⁴ letters to home and property owners,⁵ and the work sheet of the Business Affairs Office⁶ have been included in the Appendix as examples of procedures.

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1. Appendix H, pp.105-109
 2. Appendix D, pp.57-60
 3. Ibid, p.55
 4. Appendix F, pp.96-99
 5. Appendix G, pp.100-101
 6. Ibid, p.97

CHAPTER II

ANALYSIS OF NEEDS

Projected population study -

In March, 1959, the Administration Department of the Rochester City School System completed a Projected Population Study¹ for Schools #3, #4, and #19. In this study, the Coordinator of Elementary Schools showed that Schools #3, #4, and #19 would have a serious over-enrollment for the school years between 1959 and 1962.

The projection was based on the "actual number belonging" for the school years 1958-1959 and 1959-1960. In projecting enrollment figures through the following three years, school administrators made several basic assumptions.²

These assumptions were: kindergartens would continue a proportional growth in enrollment; that seventh grades, which had been moved to neighboring high schools in 1956, would be returned to the Elementary Schools; that the actual increase in numbers would be greater than the projected figures would indicate; and that a class size of thirty pupils would be used in determining capacity.

Conclusions from the Projected Population Study³ -

School #3, including temporary housing, two transportables (four rooms) and Corn Hill Church (two rooms), has a

1. Appendix C, pp.45-48

2. Ibid, p.48

3. Ibid, pp.46-48

total capacity of 850 pupils. The excess over capacity by 1961-1962 will be 239; this reflects increase plus return of the seventh grades.¹

School #4, including substandard basement rooms, has a total capacity of 750 pupils. The excess over capacity considering the return of the seventh grades by 1961-1962 will be 127 pupils.²

School #12, including one transportable (2 rooms) and two basement rooms being used for kindergartens, has a total capacity of 870 pupils. The excess over capacity, considering the return of the seventh grades by 1961-1962 will be 209 pupils.³

The excess over capacity of pupils for the three schools by 1961-1962 will be 575 pupils.⁴

Interviews⁵ and talks with several members of the administrative department, including the Assistant of Superintendent of Schools and the Administrative Director of Elementary Schools, show the general belief that the over-enrollment at the three schools involved will be considerably more than the Projected Population Study shows. This belief is substantiated by the Fact Sheet⁶ prepared by the Administrative Department for the Board of Education.

1. Appendix C, p.46

2. Ibid, p.47

3. Ibid, p.48

4. Ibid, pp.46-48

5. List of Interviews, p.iv, items 1 and 2

6. Appendix E, p.77, item 1

This Fact Sheet¹ summarizes the need for a new school, and reasons for the proposed site. It also answers some of the pertinent administrative questions that had arisen.

Educational planning

The Coordinator of Elementary Schools appointed a Planning Committee of seven persons² to formulate a report of Suggested Building Design Considerations for New Schools. This was done immediately after the Projected Population Study was made. Miss Margaret Kenney, Principal of School #4, was appointed chairman of the Planning Committee. The suggestions made by this committee were included in a report titled "Suggested Building Design Considerations for New Schools".³ The recommendations of this committee considered features that would make the rooms and the school more effective and functional from the educator's point of view. The report was divided into the following categories:

1. Total Room Needs
2. Kindergarten
3. Grades One and Two
 - Instructional Program and Activities
 - Detailed Comments and Suggestions
4. Grades Three through Seven
 - Instructional Program and Activities
 - Detailed Comments and Suggestions
5. Special Subject Classrooms
6. Community Activities
7. Administration
8. General Features of the Building
9. Grounds

1. Appendix E, p. 77

2. Ibid, p. 68

3. Ibid, pp. 83-76

Consideration was given to the number of rooms, the size of the rooms, the amount of blackboard space, the amount of bulletin board space, location of display areas, size of work areas, storage facilities, health facilities, and lighting. This complete report was submitted to the Architect, when he was appointed, in April, by the Board of Education.

The Fact Sheet, the Projected Population Study, and the Building Design Considerations for New Schools were presented to the Superintendent of Schools. He later submitted them to the Board of Education to assist them in making their request for funds from the City Council.

Estimate of costs -

The Coordinator of Elementary Schools consulted with the Superintendent of School Buildings. They set the estimated cost at \$1,300,000 after considering these criteria:¹ cost of school buildings built previously, and index of building costs, experience, and knowledge of square foot costs of elementary schools as published by the Department of Education in Albany. The \$1,300,000 was intended to include all cost except the purchase of properties for the site, and was for a new elementary school to house 750 pupils, grades one through seven, and including kindergartens and special class accommodations. The number

1. List of Interviews, p. iv, items 4 and 11

of pupils was determined from the Projected Population Study¹ and as cited in the Fact Sheet.²

Selection of site -

The Coordinator of Elementary Schools and the Coordinator of Business Affairs had noted in the Plan for Public Recreation that a Neighborhood Recreation Center was recommended for the Bronson Street area.³ The Coordinator of Elementary Schools had previously considered the corner of Bartlett and Whittlesley Streets for the site of the new School #2 because this was the center of the area served by Schools #3, #4, and #19.⁴ The school administrators consulted with Mr. Aex, City Manager at that time, Mayor Peter Barry, and member of the City Planning Commission. An understanding⁵ was reached which emphasized the advisability of purchasing a site large enough for the new school and its required play areas plus grounds for a future Neighborhood Recreation Center and play ground. The understanding also included that the site be the area between Cady Street on the north, Frost Street on the south, and Reynolds Street on the west.⁶ The site was to extend 320 feet deep to the east.

1. Appendix C, pp.45-48

2. Appendix E, p.78

3. Plan for Public Recreation, 1958, special report of the Recreation Advisory Committee, City of Rochester, pp.34, 65, 66, 112, and 114

4. List of Interviews, p.1v, items 1 and 13

5. Proposed Policy of Cooperation, 1959, between the Playground Department and the City School District, pp.2, 3, 5, and 6

6. Appendix D, p.58

Mr. Aex and Mayor Barry did not make any commitments on behalf of the City Administration, but they indicated a preference for this site because of the recreational implications and because the only street affected would be Champlain. This street would come to a dead end at the eastern boundary of the proposed site. The Coordinator of Elementary Schools and the Coordinator of Business Affairs agreed to this site because it is fairly close to the center of the heavily populated area served by Schools #3, #4, and #19. They also approved it because it was large enough to permit building a school that would face either east or west. This is desirable because, as indicated in the Fact Sheet,¹ most research has shown that a building facing east or west permits the best light for educational purposes.

Dimensions of site -

The property selected for the site of School #2 measures 694.9 feet north and south between Frost Avenue and Cady Street and along the east side of Reynolds Street. It extends 320.5 feet east from Reynolds Street along Cady Street and 320 feet from Reynolds Street along Frost Avenue. The western boundary is an unbroken straight line intersecting and terminating Duff Alley, Champlain Street, and Paxen Alley, between Frost Avenue and Cady Street.²

Board of Education action -

On March 26, 1959, the Board of Education approved in

1. Appendix E, p. 77
2. Appendix D, p. 56

resolution¹ the expenditure of \$1,300,000 for a 750-pupil elementary school. The same resolution gave approval for the purchase of the property necessary, about three acres, at an estimated cost of \$340,000.

Procedure for acquisition of property -

The Coordinator of Business Affairs for the City School System was instructed to start the proceedings for purchasing the forty-five properties, homes, and businesses that occupied the site selected for School #2. He was urged to complete the transactions by the end of August, 1959.²

A letter of intent-to-buy³ was sent to each of the property owners. This letter, signed by the Superintendent of Schools and mailed from the Coordinator of Business Affairs office, explained the need for a new school, the reason for selecting the particular site, and the intent to have all properties appraised by an independent appraiser. The letters were prepared in anticipation of Board of Education approval of the site, but they were mailed on March 27, 1959.

Most of the homes on the site for the prospective new school were resident owned. To help counteract the owners' feelings of unfair treatment and the feelings that they were being subjected to inordinate and unnecessary hardships,⁴

1. Appendix F, p.93

2. List of Interviews, p.1v, item 13

3. Appendix G, p.100

4. Ibid, p.101

The Coordinator of Business Affairs permitted an interview with a Rochester Times-Union reporter. In the newspaper account of the interview,¹ the Coordinator of Business Affairs outlined the reasons for a new school, the reasons for selecting the Reynolds-Cady site, and explained that in the total education business it isn't possible to avoid inconveniences or hardships to all people involved or affected.

In May, 1959, the appraisals of the properties were completed and the owners notified of the amount of the appraisal.² The owners were requested to submit what they considered a fair offer for their property. This requested offer, if one had been submitted, was received by the Board of Education. Subsequently, the Coordinator of Business Affairs made an offer to each property owner for acceptance or rejection.

The business office of the Administrative Department compiled and maintained a work sheet which indicated the status of the transaction with each of the property owners.³ The "settlement date" column of the work sheet shows that all but seven of the transactions were completed by the end of August. Six of these properties were finally acquired through legal action requested of the City Council by the Board of Education.⁴ The final property on the school site

1. Appendix G, p.203

2. Ibid, p.201

3. Ibid, p.202

4. Appendix F, p.98

was purchased in March, 1961. The total purchase price for all the properties proved to be about fifty percent above the expected \$340,000. The City Council provided the extra capital.¹

Selection of the Architect

In March, 1959, as soon as the City Council had approved the funds for the new school, the Board of Education interviewed several architects for the project. The interviews were concerned with general features and did not consider a specific project.² On April 16, 1959, the Board of Education passed a resolution naming Mr. Carl Ade to be the architect for School #2.³

The newly appointed architect had an immediate conference with the Superintendent of Schools and the Coordinator of Elementary Schools. It was at this conference that Mr. Ade was officially notified that his firm was to design and plan School #2. The Building Design Considerations for New Schools was presented to the architect and he was asked to submit preliminary plans and figures in accordance with these considerations and within the \$1,200,000 price set by the Administrative Department for the construction of the school. The \$100,000 difference between the funds approved by the Board of Education and the limitation imposed on the architect represents costs for landscaping, furniture, and other

1. List of Interviews, p.iv, item 13

2. List of Interviews, p.iv, items 1, 2, and 13

3. Appendix F, p.98

miscellaneous costs the Administration Department anticipated.¹

1. List of Interviews, p.1v, item 13

CHAPTER III

FINAL PLANNING AND CONSTRUCTION

Preliminary plans -

Through May, 1959, the progress toward a new elementary school was mostly in general planning based on need, the selection of a site, and getting approval for required funds.

In June the Architect submitted preliminary plans which his office had drawn using the Building Design Considerations for New Schools. These plans were for twenty-five regular classrooms, three special classrooms, and two kindergarten rooms, rooms for special subjects, gymnasium and administrative offices. In the letter accompanying these plans the Architect said that the school could not be built for \$1,200,000 if he had to follow the Building Design Considerations.¹ The Superintendent told the Administrative Department and the Architect that it was absolutely imperative that the school should be constructed within the funds approved by the City Council.²

The Planning Committee, the Architect, the Administrative Director of Elementary Schools, the Superintendent of School Buildings, and other members of the Administrative

1. Ade, Carl D., Architect for School #2, to Dr. Howard Seymour regarding plans and costs for School #2, June 24, 1959.

2. List of Interviews, p. iv, items 2 and 13

Department and Instruction Department held several meetings¹ at which the preliminary plans and possible ways of reducing the costs were discussed. In the Chronological Progress Toward Opening #2 School, January, 1959, through December, 1959², the writer has summarized the various meetings, communications and decisions that occurred in 1959. Some of the changes and decisions made were; four rooms were eliminated,³ tile should be used on all corridor walls,⁴ the rear wing (away from Reynolds Street) was cut short but left so to allow a later addition of classrooms, office space was reduced by nine feet.⁵ The Architect's office then prepared and submitted Plan 'H' which inaugurated the suggested changes and compromises. Plan 'H' called for twenty-five classrooms (including three rooms for special classes), two kindergartens, a multipurpose room and an administrative suite.

Throughout this planning period, the various Department Heads were consulted for their recommendations and approval. Dr. Paul C. Reed, Director of Instructional Materials, submitted suggestions for audio-visual considerations;⁶ Mr.

1. Appendix E, pp. 79, 80 and 81

2. Ibid, pp. 78-85

3. Ibid, p. 81, July 27, 1959

4. Ibid

5. Ibid, p. 80, July 21, 1959, item 5

6. Reed, Paul C., Director of Instructional Materials, Rochester City Schools, to Alma E. Haessig, regarding Audio-Visual considerations for School #2, April 16, 1959

Thieme submitted floor plans for the Industrial Arts room;¹ Dr. Margaret C. Rathbun, Deputy County Health Director, offered suggestions for the nurse's office;² Dr. Paul Smith, Assistant Superintendent of Schools in Charge of Instruction, made suggestions and provided the Planning Committee and the architect with local and state requirements and recommendations;³ The Administrative Director of Elementary Schools and the Planning Committee were constantly interpreting educational requirements for the Architect. Informal questionnaires⁴ were submitted to and processed by the Administrative Department. Decisions relating to clocks, switches and their locations, telephones and their locations, and safety items were made in this manner.⁵

On September 3, 1959, the Board of Education gave its approval of the preliminary Plan 'H'.⁶ This plan, with minor changes in details and as interpreted by the Administrative Department, was used by the Architect to prepare plans and

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1. Thieme, Eberhard, Consultant for Industrial Arts, Rochester City Schools, to Alma E. Haessig, regarding floor plans for the Industrial Arts Room, July 15, 1959
 2. Rathbun, Margaret C., Deputy County Health Director, to Dr. Howard Seymour, regarding nurse's office, April 14, 1959
 3. Smith, Paul E., Assistant Superintendent of Schools, Rochester, to Alma E. Haessig, regarding School #2, May 5, 1959
 4. Appendix B, pp. 77 and 78
 5. Ibid
 6. Ibid, p. 89

specifications for bids. The summary of Statistical Information, School #2¹ shows some of the specifications and the state or local requirements applicable. In all cases where there is a state minimum, School #2 is well above the minimum. The state minimum for kindergarten rooms is 1000 square feet, School #2 has 1075 feet. The state minimum for class rooms for grades one through seven is 770 square feet, School #2 has 850 square feet.

The total space for School #2 was reduced to 65,595 square feet in Plan 'H',² This was a reduction of 19,739 square feet from the original plans and was made to bring the total construction costs within the funds designated.

Notice to bidders - acceptance of bids -

Plans and specifications for four contracts were prepared by the Architect. These plans were for General Construction, Heating, and Ventilating, Sanitary Work, and Electrical Work. The plans were submitted to the Administrative Department on November 23, 1969. The Superintendent of Buildings published the "Notice to Bidders" in the Rochester newspapers on December 1, 1969. In the notice twelve o'clock was set as the deadline for bids to be submitted.

Fifty-one bids on the four base contracts were received by the Administrative Department. The lowest bids totaled

1. Appendix B, pp. 91, 92 and 93

2. Ibid. p. 94

\$1,115,219.¹ Action on the bids by the Board of Education had to be delayed until January 7, 1960. A local election in Rochester in November, 1959, had changed the Board of Education from Republican controlled to a Democratic body. At their January 7th. meeting, members of the Board delayed action further so they could study preliminary planning for School #2 and have a five-man advisory committee study the plans and the bids. The advisory committee was made up of Arthur W. Beale, president of Beale Construction Co., Alexander Beebe, Jr., plant engineer for Rochester Products Division of General Motors Corp., Emil Muller, president of Emil Muller Construction Co., Morgan B. Klock, former structural engineering consultant for Eastman Kodak and now an independent consultant, and Julian Kheel, professional engineer, designer, and builder of commercial and residential buildings. This committee gave complete approval and commendation for the plans and bids.² They also cautioned that to readvertise for bids might lessen competition amongst the bidders and could possibly add \$50,000 to \$100,000 to the cost.³ The Board of Education, on January 21, 1960, gave their approval of the low bids on the four base contracts.

-
1. "Bids Received on School #2", Rochester Times-Union, December 24, 1959
 2. "Advisory Committee Okays School #2 as 'Good Buy'", Rochester Times-Union, January 18, 1960
 3. Ibid

The contracts and bidders were:

Construction Work-----LeChase Co.
 Heating and Ventilating-----A. J. Heinze Co.
 Electrical Work-----Cashette Elec., Inc.
 Sanitary Work-----Wright & Alexander Co.

From plans to completed building -

Immediately after being awarded the General Construction contract, the LeChase Company proceeded with the demolition of buildings on the site for School #2. This phase of the project was near enough to completion by June of 1960 so that actual construction could begin. The Arch test interpreted plans and specifications to the contractors throughout the project. The Architect, the Administrative Director of Elementary Schools, the Superintendent of Buildings, and the Coordinator of Business Affairs worked together through conferences, phone calls, and memorandas to make any minor changes or clarifications that were necessary in the plans and details.¹

The structure for School #2 was completed in May, 1961.

Completed structure to completed school -

From November, 1960, to February, 1961, a study of the population disposition and enrollments was made by the Assistant Superintendent in Charge of Administration, the Administrative Director of Elementary Schools, and the writer. This study, which especially analyzed the First Period Membership and Retention Rates² and First Period

1. List of Interviews, p.iv, items 1, 2, 11, and 12

2. Appendix C, pp.42,43, and 44

Enrollment Summaries and Projections¹ that had been compiled by the administrative staff, showed that it would not be possible to house any seventh grades at School #2 and still accomplish the school's purpose - to relieve the overcrowded conditions at Schools #3, #4, and #19. Before the study was completed, the Administration decided that the seventh grades should remain in West High School and Madison High School.² It was further decided at this time that School #2 could not accommodate any special education classes.³

A duplicate set of registration cards⁴ from each of Schools #3, #4, and #19 were provided. The writer used these cards in making a map showing the residence locations of the pupils in the three schools.⁵ The cards were arranged numerically and by streets. Then each pupil was represented by a dot on the map - this map also showed the attendance districts of the three schools. This pupil distribution map served in forming tentative district boundaries and finally in establishing boundaries for Schools #3, #4, #19 and #2. Before proceeding further it was necessary to determine the number of pupils that would be transferred from each of the schools.

1. Appendix C, pp.49, 50, and 51

2. List of Interviews, p.iv, items 1 and 2

3. Ibid

4. Appendix C, p.53

5. Appendix D, p.58

The Administrative Department compiled a First Period Enrollment Summary¹ for each school. These summaries showed the enrollment figures, by grade and total, for October of 1958, 1959, and 1960. From these sheets and considering retention rates² and other variables, such as the rapidly changing socio-economic structure of the area and the large number of properties advertised for sale, the Assistant Superintendent in Charge of Administration determined an average rate of increase in enrollment for Schools #3, #4, and #19. This rate was applied to the 1960 enrollment in each school to arrive at an estimated enrollment figure for each school.³ The Administrative Director of Elementary Schools then advised the writer to construct tentative boundary lines on a pupil distribution map. These boundaries were to be placed so that about 220 pupils from #3 School, about 310 pupils from #19 School, and about 150 pupils from #4 School would be included in the #2 School attendance district.⁴ These figures represented the numbers that the Administrative Department estimated would have to be transferred from each school in order to relieve the overcrowded conditions. Four separate outlines were made for School #2's

1. Appendix C, pp.49, 50, and 51

2. Ibid, pp.42,43, and 44

3. Ibid, pp.49,50, and 51

4. List of Interviews, p.iv, item 2

attendance district.¹ Each of the four tentative boundaries included the approximate number of pupils suggested by the Administrative Department.

The Superintendent in Charge of Administration, the Administrator of Elementary Schools, and the writer then held several meetings and the details, such as whether a boundary should go through the center of a street or behind the houses, whether a corner apartment house should be included in one district or another, whether or not it would be advisable to include or exclude a certain block and add another, were discussed. Each of the details was checked by visiting the neighborhood involved and noting the exact circumstances which would determine a satisfactory solution. Some of the circumstances checked were: the number of commercial establishments in the vicinity, the number of pupils affected, the street that a corner dwelling faced or fronted on, whether the building was a multiple or single dwelling, and nearness to natural barriers such as the river, the railroad, or a main thoroughfare. The Administrators decided that the district outlined in black on the distribution map² would be most satisfactory. New descriptions³ giving very exact details of street directions and numbers were made of the boundaries. The distribution

1. Rochester City School District Map of Attendance Areas, Administrative Department, 13 Fitzhugh St., Rochester

2. Appendix D, p. 15

3. Ibid., pp. 57-58.

map and the descriptions were submitted by the Superintendent of Schools and the Assistant Superintendent in Charge of Administration to the Board of Education for approval. After a complete explanation by the Administrators, approval of the new attendance districts was given.

Schools #3, #4, and #19 were notified by the Administrative Department of the number of pupils each should transfer out to School #2.¹ The notice listed the number of pupils affected by the boundary changes in each grade. School #3 had to transfer 231 pupils; School #4 had to transfer 146 pupils; and School #19 had to transfer 298 pupils.² These transfers were to be effective in September, 1961.

Descriptions of the new district boundaries were sent to the schools. With this information each school office then prepared transfers for the pupils who lived outside the new boundary lines.

P.T.A. officials called a special meeting at School #19 so that the Administrative Director of Elementary Schools and the Principal of School #19 could present the new boundary lines to the parents. The Administrative Director explained the main steps in the procedure used in establishing the new boundary lines. Some of the questions

1. Appendix C, p. 352

2. Ibid

from the audience that the Administrative Director answered were:¹

1. My child gets tired easily. Can't she stay at #19 School?
2. Can I get a permit for my child to remain at #19 School?
3. The children from just down the street go to #19. Why can't mine?
4. Why can't our children go to whatever school we want them to attend?

Parents notified of transfers -

A form letter² dated June 2, 1961, and signed by Dr. James S. Wihart, Acting Superintendent, was sent to the parents of each pupil who was to be transferred to School #2. This letter served to notify the parents of the transfer and to tell them to expect further correspondence from the Principal of School #2.

On August 28, 1961, the Principal of School #2 sent a letter to the parents of the pupils transferred to School #2. This letter welcomed the children, and asked for the parents' cooperation in making School #2 a good school. It also referred to enclosed floor plans of the school.³ The Principal's staff had noted on the floor plans in each letter the entrance door and the room for that particular pupil. Also enclosed was a pupil's admittance card⁴ which showed the child's room number, teacher's name, and the time and date

1. Minutes of P.T.A. meeting, May 25, 1961

2. Appendix H, p.105

3. Ibid, pp.105 and 108

4. Ibid, p.109

classes would start. The principal has since informed the writer that the admittance card proved to be invaluable in proper pupil placement.¹ The Principal also noted that registration figure for School #2 on September 1, 1961, was 796 pupils and that he expected the actual enrollment would be even greater.²

Furnishing the new school -

An Equipment and Furniture by Room form³ was prepared by the staff of the Administrative Director of Elementary Schools. This form, using the recommendations of the Building Design Considerations⁴ and the suggestions from various Department Heads and teachers, was completed for each room in the new building. The Equipment and Furniture sheets also showed who was responsible for providing each type of furniture or equipment, the General Contractor, the Architect, or the Board of Education.

The furniture and equipment sheets were then sent to the Purchasing Department where they were summarized. Purchase Orders were made and "Notice to Bidders" was published for any order over \$1,000. These bids were approved by the various administrative heads and then by the Superintendent of Schools and the Board of Education.

1. List of Interviews, p. iv, item 7

2. Ibid

3. Appendix E, p. 84

4. Ibid, pp. 61-76

When the furniture and equipment arrived at School #2, during the summer of 1961, the Furniture and Equipment sheets and distribution sheet from the Administrative Department¹ were used to distribute the items to their particular rooms.

Furniture and equipment costs had to come out of the \$1,300,000 approved by the Board of Education and the City Council. In the final accounting, construction costs amounted to \$1,225,000.² The remaining \$75,000³ was allotted for furniture, equipment, landscaping, and other expenses not otherwise provided for.

Classroom supplies were ordered through regular requisition channels by the Principal and his staff. These supplies were distributed to the rooms and waiting for the teaching personnel when they arrived in September.

Staffing the new school -

In January, 1961, the Chief Consultant of Teacher Personnel studied applications from new teachers to determine their qualifications for teaching in Rochester and especially at School #2. The Administrative Director of Elementary Schools studied transfer requests within the city to determine the advisability of placement at School #2. An attempt was made by the Administration to staff School #2 with teachers experienced in Rochester and experienced with the type of pupil expected at School #2. The School was

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1. Appendix B, p.95
 2. Appendix I, p.108
 3. Ibid, p.108

completely staffed by mid-August, 1961. Fourteen of the twenty-seven full time teachers were experienced teachers. Ten of them had three years or more service in the Rochester School System. The other four had received their experience in large cities and had been in teaching more than two years.¹ It was possible to appoint at least one experienced teacher for each grade except one. Fifth and sixth grades were completely staffed with experienced personnel.²

1. List of Interviews, p.iv, items 2, 3, and 7
2. List of Interviews, p.iv, items 2 and 7

CHAPTER IV

SCHOOL PLANT AND ITS FEATURES

Classrooms

Each classroom was built to the dimensions 28' x 34' overall and 25' x 34' actual. This provides an area of 850 square feet. The state law sets 770 square feet as a minimum requirement.¹

The first floor classrooms for grades one through three are each provided with a sink and surrounding work surface and a drinking fountain. Each room on this floor also has its own toilet unit and basin off the classroom. A light has been installed to signal when a child is in the toilet room.

The second floor rooms each have a sink with a work surface. There are two toilet rooms, each to accommodate six classrooms and each near the rooms which are intended to use it. A bubbler type drinking fountain has been installed in the hall near each of the two toilet rooms on this floor.

Each classroom throughout the school has at least one outside wall with six windows installed thirty inches from the floor. A two foot deep shelf is located along the wall under the windows with heating units and storage space under the shelf.²

1. Appendix E, p.91

2. Plan H, Administrative Department, Rochester School System, Rochester

A four-drawer filing cabinet, 18 $\frac{1}{2}$ "x52", for the teacher's use is in each room. Ample storage space has been provided in each room for such supplies as large size (18" x 24") newsprint, art paper and materials, and educational equipment.¹

Wardrobes for each room are three feet deep and twenty feet long. They can be covered with five sliding doors. Each of these doors has a top panel of bulletin board cork.

Each room throughout the school, except the kindergarten rooms, has one exit. The kindergarten rooms have two exits; one is into the school and the other leads directly to the outside.

The classrooms are lighted with six fluorescent light fixtures. Each fixture has two 48" long fluorescent tubes. There are two light switches and two wall outlets in each room.²

The school's two kindergarten rooms are in the one story end of the Reynolds Street wing. Each room has 1075 square feet of space, thirty feet of bulletin boards and fifteen feet of blackboard.

Auditorium -

It was agreed by the Superintendent of Schools and the Assistant Superintendent in Charge of Instruction that a separate seated auditorium would be "a delightful thing to have in a school--but because it would be difficult to

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1. List of Interviews, p.iv, items 2 and 11
 2. List of Interviews, p.iv, items 2 and 7

justify on strictly educational purposes" the auditorium was not included.¹ Storage space was provided for chairs in gymnasium and in a small room off the multipurpose room so that either could serve as an auditorium. One end of the multipurpose room has a stage raised forty inches from the floor and fifteen feet deep. A set of draw curtains are hung at the front of the stage.

Multipurpose room

This room was recommended by the Planning in their report on Building Design Considerations for New Schools.² The multipurpose room is the equivalent in size to four classrooms. It was included in the plans after consultation between members of the City Recreation Department and members of the School Administrative Department.

The room is intended for community use and for the school's use in educational activities. Community groups, such as Brownies, Cubs, Scouts, Gray Y, and P.T.A. can use the room for their functions.³ An accordion curtain has been hung so that the room can be divided into two sections and thus accommodate more than one group at a time.

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1. Smith, Paul E., Ass't Superintendent in Charge of Instruction, to Alma E. Haessig, regarding features of School #2, June 15, 1959
 2. Appendix E, p. 74
 3. Haessig, Alma E., to Dr. Howard Seymour, regarding use of the multipurpose room, July 24, 1959

Physical and health education facilities -

The school gymnasium was built somewhat larger than is usual for elementary schools, 60' x 80'. This size was set by the Superintendent of Schools in consideration of his understandings with the Recreation Division of Rochester.¹ Space has been provided for lockers and showers for adults, but at the time of this writing these facilities have not been installed.²

The playground area, directly accessible from the gymnasium, is also considerably larger than required by an elementary school. The area encompasses one and one-half acres; the average playground for elementary schools in the city of Rochester is three-fourths of an acre.³ The larger playground is another result of the Proposed Policy for Cooperation between the Recreation Division of the City of Rochester and the City School District of Rochester. As of this writing, installation of equipment on the playground is awaiting interpretation of the Proposed Policy of Cooperation.⁴

Miscellaneous Service facilities -

A room measuring two-thirds regular classroom size has been utilized on the second floor as a Faculty Room. A smaller room, across from the principal's office and with an

1. Proposed Policy of Cooperation, pp.1-2, July, 1959
2. List of Interviews, p.iv, items 2 and 7
3. Ibid, items 1 and 2
4. Wishart, James S., Acting Superintendent, to James S. McAllister, regarding Proposed Policy of Cooperation, May 16, 1961

entrance to the multipurpose room, has been equipped as a kitchen and can be used by the teachers or by groups using the multipurpose room. Two conference rooms, each 10' x 10' are also across from the principal's office on the first floor. These are for parent-teacher conferences. The administrative suite, on the Reynolds-Cady Streets corner of the school, includes the principal's office, pupil waiting room separated from the secretaries area by an eleven foot counter, the nurse's room, and the psychologist's room. Each of the rooms in the administrative suite, except the waiting room, measures 10' x 8'. The waiting room measures 8' x 6'.

The music room is on the second floor; it has 950 square feet of space. The accoustical considerations in the music room are the same as in all the other classrooms, accoustical tiles cover the ceilings, plus accoustical walls.¹

The Handwork Room is on the first floor and measures one and half times the regular classroom size. This room, before the decision to have the school house kindergarten through sixth, was planned to be the equivalent of two regular classrooms.² This room is equipped in accordance with the Industrial Arts Department regulations for elementary schools.³ There is one band saw, one jig saw, six work tables, and a wooden vise on each table.

1. List of Interviews, p. iv, items 2 and 12

2. List of Interviews, p. iv, items 2 and 5

3. Ibid

Landscaping -

The Superintendent of School Buildings and other members of the administration formulated recommendations for placement of trees, sidewalks, and shrubbery. The architect then prepared plans and alternate plans which were published for bids.

The Monroe Landscape Service submitted the low bid of \$9,840 for the base contract plus \$200 to \$400 for the alternate features. The architect suggested that the contract be let to the Monroe Landscape Service.¹

The Board of Education gave its approval of the Monroe bid. At the time of this writing the landscaping is nearing completion.²

Selection of a name -

In September, 1959, a committee of five administrators was formed by the Superintendent of Schools to select a name for School #2.³ The group studied the present policy for naming schools in the City and noted that all the schools named after men were so named only after the men were deceased. The possibility of honoring a living person was discussed and several local names were considered. The

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1. Ade, Carl D, Architect, to Dr. James S. Wishart, regarding landscaping for School #2, June 28, 1961
 2. List of Interviews, p.iv, items 2 and 7
 3. Seymour, Howard S., Superintendent of Schools, to Arnold B. Swift, regarding a name for School #2, September 8, 1959

committee decided not to set a precedent.¹

Two names were agreed upon by the committee. These names had been thoroughly investigated. City historian, Mr. McKelvey, and others were consulted and their recommendations considered.

The Board of Education unanimously approved naming the new school Clara Barton, School #2.²

1. List of Interviews, p. iv, items 1 and 2
2. Appendix F, p. 99

CHAPTER V

SUMMARY

In general, the procedures followed to build School #2 proved to be quite effective and fruitful. Most of the procedures in planning and implementation are being used on present building projects,¹ the building of a new School #35, the building of a new School #29, and the construction of a new elementary school in the Chatham Gardens Housing Project.

The Planning Committee's work and report, Building Design Considerations for New Schools, were especially effective. The Administrative Director of Elementary Schools has decided to enlarge this committee so that more of the departments can voice their suggestions earlier in the planning phase.

The Administrative Department has changed the procedure for hiring the architect. The architect's services are employed now before any request for funds is made from the Board of Education and the City Council.² This has been done so the architect's experience and special skills can be utilized in determining the costs.

Because School #2 is already overcrowded, -it's enrollment is 874; and an addition of four new classrooms has been started-the Administrative Department has decided to place more emphasis on intangibles when compiling projections.³

1. List of Interviews, p.iv, item 2

2. Ibid, items 1 and 2

3. List of Interviews, p.iv, items 1, 2, and 7

The intangibles to be most closely scrutinized are: the changing face of the district in which the school is to be erected; the possibility of increasing costs after the funds for the new building have been provided; and the particular birth rate for the attendance district in which the school is to be built.

A form for reporting the use of school facilities has been devised since the preliminary planning for School #2. This form must be submitted to the Central Office twice a year.¹

The main objective for building School #2, minimizing the overcrowded conditions and eliminating the use of rented classrooms, has been completely met. School #19, though it is still using the two basement rooms for kindergartens, and is still using the transportables, now has two empty classrooms and an average class size of twenty-eight pupils.² School #3 and School #4 each have one empty classroom and a class average of thirty pupils.³ Both schools are still using their transportables.

The principal of School #2 has informed the writer that he and the teachers in the school are very pleased with the building and its facilities, in spite of the overcrowded conditions.⁴

1. List of Interviews, p. iv, item 2

2. Ibid, items 2 and 10

3. Ibid, items 2 and 9

4. Ibid, item 7

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Rochester Times-Union, January 18, 1960, p.43

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CENTRAL OFFICE ADMINISTRATIVE PERSONNEL *

Dr. Howard G. Seymour
Superintendent of Schools

Dr. James Wishart
Interim Superintendent of Schools

Arnold B. Swift
Assistant Superintendent in Charge of Administration

R. Park Parkhill
Coordinator of Elementary Schools

Franz R. Scherer
Superintendent of School Buildings

Dr. Paul E. Smith
Assistant Superintendent in Charge of Instruction

Alma E. Hassig
Administrative Director of Elementary Schools

James S. McAllister
Coordinator of Business Affairs

Eberhard Thieme
Consultant, Industrial Arts

Ronald C. Heidenreich
Chief Consultant, Teacher Personnel

* This list includes only the personnel that is referred to in this research

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FIRST PERIOD MEMBERSHIP AND

RETENTION RATES

(asterisk indicates a boundary line change)

Year	Total	Grades 1-6	Kg.	7e	1	Grade-by-Grade Totals and Retention Rates													
						7e	2	7e	3	7e	4	7e	5	7e	6	7e	7	Sp.	
1950	541	383	85	117.9	99	82.5	80	100.0	58	91.7	44	108.9	49	86.9	53	72.5	37	36	
1951	586	396	98	132.9	113	74.7	74	90.0	72	87.9	51	104.5	46	81.6	40	103.8	55	37	
1952	610	437	103	142.9	140	60.2	68	91.9	68	94.4	68	98.0	50	93.5	43	87.5	35	35	
1953	666	487	103	139.8	144	70.0	98	116.2	79	76.5	52	102.9	70	88.0	44	97.7	42	34	
1954	708	494	123	121.4	125	70.8	102	89.8	88	65.3	50	132.7	69	85.7	60	125.0	55	36	
1955	774	567	128	117.9	145	85.6	107	97.1	99	97.7	86	142.0	71	85.5	59	78.3	47	32	
1956	780	632	116	125.0	160	89.7	130	84.1	90	99.0	98	91.9	79	105.6	75	—	—	32	
1957	744	604	119	126.7	147	65.0	104	90.0	117	86.7	78	93.9	92	83.5	66	—	—	21	
1958	836	668	136	127.7	152	82.1	128	112.5	117	87.2	102	107.7	84	92.4	85	—	—	32	
1959	868	699	139	128.7	175	79.6	121	90.6	116	88.9	104	100.0	102	96.4	81	—	—	30	
1960	924	735	162	130.2	181	82.1	156	85.3	102	92.2	107	99.0	103	84.2	86	—	—	27	
1961		790	165		210		161		132		94		106		87				
1962			165		215		181		136		122		93		89				
1963																			
1964																			
1965																			

Note: Figures are for October 1 for years prior to 1959 (Sept. attendance reports); from 1959 on they are taken from the first period reports.

**FIRST PERIOD MEMBERSHIP AND
RETENTION RATES**
(asterisk indicates a boundary line change)

Year	Total	Grades 1-6	Kg.	$\frac{Z_c}{Z_a}$	1	Grade-by-Grade Totals and Retention Rates												Sp.
						$\frac{Z_c}{Z_a}$	2	$\frac{Z_c}{Z_a}$	3	$\frac{Z_c}{Z_a}$	4	$\frac{Z_c}{Z_a}$	5	$\frac{Z_c}{Z_a}$	6	$\frac{Z_c}{Z_a}$	7	
1950	521	324	64	134.5	74	69.0	69	110.4	53	77.6	52	100.0	35	83.7	41	83.0	39	94
1951	571	354	84	121.9	78	70.3	52	124.6	86	84.9	45	109.6	57	102.9	36	95.1	39	94
1952	543	347	76	110.7	93	60.3	47	111.5	58	69.8	60	72.8	35	94.7	54	66.7	24	96
1953	590	372	77	142.1	108	69.9	65	114.9	54	86.2	50	93.3	56	111.4	39	77.6	43	77
1954	621	396	89	116.9	90	72.8	84	121.5	79	74.1	40	120.0	60	76.8	43	102.6	40	96
1955	600	396	69	111.2	99	86.7	78	— ^a	— ^a	— ^a	— ^a	— ^a	— ^a	75.0	45	83.7	36	99
1956	606	418	76	152.2	105	63.6	63	96.2	75	— ^a	94	— ^a	38	— ^a	43	—	—	112
1957	645	468	74	159.2	121	87.6	92	122.2	77	93.3	70	61.7	58	131.6	50	—	—	103
1958	698	543	102	163.5	121	89.3	108	107.6	99	92.2	71	108.6	76	117.2	68	—	—	53
1959	763	596	116	118.6	121	114.0	138	103.7	112	72.8	77	114.1	81	88.2	67	—	—	51
1960	811	615	140	124.1	144	104.9	127	72.9	109	84.8	95	102.6	79	75.3	61			56
1961			150		174		151		160		92		93		60			
1962			150		186		183		119		85		94		70			
1963																		
1964																		
1965																		

Note: Figures are for October 1 for years prior to 1959 (Sept. attendance reports); from 1959 on they are taken from the first period reports.

^a/ 3rd, 4th, and 5th grades in 1955 are inconsistent (i.e. center of interest does not correspond to grade level.)

615

670

737

660

43

**FIRST PERIOD MEMBERSHIP AND
RETENTION RATES**
(asterisk indicates a boundary line change)

Year	Total	Grades 1-6	Kg.	Grade-by-Grade Totals and Retention Rates														Sp.
				% →	1	% →	2	% →	3	% →	4	% →	5	% →	6	% →	7	
1950	659	516	90	127.5	102	64.5	80	81.3	74	126.3	101	100.0	87	101.4	72	79.7	53	
1951	690	513	116	120.0	108	71.6	73	101.3	81	132.8	102	68.3	69	92.0	80	84.7	61	
1952	717	526	121	115.5	134	75.0	81	101.4	74	92.5	79	91.2	93	94.2	65	82.5	70	
1953	724	573	93	116.5	141	76.1	102	103.7	84	101.4	75	94.9	75	103.2	96	89.2	58	
1954	768	567	115	129.0	120	90.8	128	92.2	94	101.2	85	92.3	73	89.3	67	89.6	86	
1955	751	581	98	107.1	122	80.0	96	85.2	109	103.2	97	95.3	81	104.1	76	102.5	72	
1956	839	645	118	145.9	143	90.2	110	113.5	109	101.8	111	91.8	89	102.5	83	100.0	76	
1957	814	690	124	133.1	157	82.5	118	105.6	114	97.2	106	94.6	105	101.1	90	—	—	
1958	894	717	177	119.4	148	89.2	140	96.6	114	90.4	103	102.3	109	92.1	103	—	—	
1959	973	803	170	106.8	189	95.3	141	92.9	137	98.2	112	113.6	117	98.2	107	—	—	5
1960	1083	891	192	101.2	172	81.5	154	109.2	154	109.5	150	118.8	133	109.4	128	—	—	89
1961			192	20	194		140		164		169		174		146			99
1962			192		194		158		153		184		201		195			108
1963																		
1964																		
1965																		

Note: Figures are for October 1 for years prior to 1959 (Sept. attendance reports); from 1959 on they are taken from the first period reports.

g) St. Monica: KDC closed

1002

**City School District
Rochester 14, New York**

**Department of Elementary
Administration**

March 4, 1959

PROJECTED POPULATION STUDIES FOR SCHOOLS 3, 4 AND 19

Certain fundamental policies in regard to school organization have been assumed in making the following studies:

- 1. That kindergarten registration will increase for 1959, 1960 and 1961 in direct proportion to the percent of increase in the resident births for 1954, 1955, and 1956.**
- 2. That the seventh grades are to be returned to the elementary schools in September 1960, or as soon thereafter as adequate housing can be provided.**
- 3. That only those children who are now registered in these three schools will be considered in making the projections. No allowance has been made for growth in these schools through new additions. Inasmuch as the actual increase in numbers in all three schools from 1957-58 to 1958-59 was greater than a projection figure would indicate, it is probable that the total figures for 1960, 1961 and 1962 are low.**
- 4. That a class size of thirty children per teacher will be used in computing the capacity figures for these schools. When we consider the character of the population making up these three schools, this figure is probably too high, and, consequently, the capacity figures are probably high.**

R. Park Parkhill

PROJECTED POPULATION STUDY-SCHOOL 3

Present capacity of School 3 on the basis of
thirty children per teacher.....670

Temporary housing at School 3.....180

Two transportables (4 rooms).....120

Cornhill Church (2 rooms)..... 60

Total available housing of all kinds.....850

PROJECTION OF CHILDREN NOW IN SCHOOL 3

Grade	Actual Number Belonging		Projected Number Belonging		
	1957-1958	1958-1959	1959-1960	1960-1961	1961-1962
Edg.	113	132	137	139	134
1	155	150	162	167	179
2	104	127	130	132	127
3	119	119	127	130	132
4	82	103	119	127	130
5	295	87	103	119	127
6	60	85	87	103	119
7				87	103
Spec. Cl.	25	38	38	38	38
Total	753	841	903	1042	1089

Excess Over Capacity

Main Building 233 372 419

Main Building plus all
temporary housing 53 192 239

PROJECTED POPULATION STUDY--SCHOOL 4

Present capacity of School 4 on the basis
of thirty children per teacher

Floors 1 and 2	630
Basement rooms (substandard)	120
Total Capacity	750

PROJECTION OF CHILDREN NOW IN SCHOOL 4

Grade	Actual Number Belonging		Projected Number Belonging		
	1957-1958	1958-1959	1959-1960	1960-1961	1961-1962
Kdg.	82	103	107	110	105
1	114	117	123	127	130
2	95	106	97	103	107
3	83	94	106	97	103
4	63	70	94	106	97
5	82	76	79	94	106
6	50	69	76	70	94
7				76	70
Spec. Cl.	95	56	60	60	60
Total	644	691	733	843	877

Excess Over Capacity

1st and 2nd floors	103	213	247
Including basement rooms	0	93	127

PROJECTED POPULATION STUDY--SCHOOL 19

Present capacity of School 19 on the basis
of thirty children per teacher

1st and 2nd floors.....750
Basement rooms (kindergartens).....120
Total Capacity870

PROJECTION OF CHILDREN NOW IN SCHOOL 19

Grade	Actual Number Belonging		Projected Number Belonging		
	1957-1958	1958-1959	1959-1960	1960-1961	1961-1962
Edg.	122	176	183	188	178
1	157	151	156	161	162
2	116	137	121	126	131
3	118	123	137	121	126
4	101	101	123	137	121
5	100	109	101	123	137
6	92	103	109	101	123
7				109	101
Total	806	900	930	1063	1079

Excess Over Capacity

1st and 2nd floors 180 313 329
Including basement rooms 60 193 209

First Period Enrollment Summaries

11/8/60

49

	102.4 <u>Sept 1958</u>	97.3 <u>Oct 1959</u>	96.5 <u>Oct 1960</u>	Est. Oct 1961 96.5 70 heading
	136 139 2 1/2	139 2 1/2	162 3	160
	152 156 3 1/2	175 6	181 7	156
	128 126 4 1/2	121 4	156 5	175
	117 119 3 1/2	116 4	102 4 at Annex	151
	102 3 1/2	104 4	107 4	98
	84 2 1/2	102 3	103 4	103
	85 3	81 3	86 3	99
	—	—	—	—
	32 2	30 2	27 2	27
K	136 139	K - 139	K - 162	160
Gr	668 672	Gr 699	Gr 735	782
Sp	32	Sp 30	Sp 27	27
	842 836	868	924	969
		Gr 2-6 Am 27.7		
		Gr 1-6 Am 27.2		

Rooms

K - 3 (2 are
Ch. Rms)

Gr - 15

T - 6

Ch - 2

Sp - 2

Vac - 0

Annex 4

First Period Enrollment Summaries

11/8/50

School	113.1 90 Sept 1958	102.7 90 Oct 1959	95.1 90 Oct 1960	Ext. Oct 1961 95.1 90 holding	
	102 ²	116 ²	140 ²	140	
	121 ⁴	121 ⁴	144 ⁵	133	
	108 107 ³	138 ⁴	127 ⁴	131	
	99 ³	112 ⁴	109 ⁴ 2 Grades in Annex	121	
	71 ²	77 ^{2 1/2}	95 ³	104	
	76 ³	81 ^{2 1/2}	79 ³	90	
	68 ²	67 ²	61 ²	75	
	—	—	—	—	
SA	53 ³	51 ³	56 ⁴	56	<u>Rooms</u>
					K-2
any K	102	K-116	K-140	140	Gr-A
Gr	542	Gr 596	Gr-615 →	660	T-0
Sp	53	Sp 51	Sp 56	56	Sp-4
	698	763	811	856	Vac-0
					Amex-2

Gr 2-15 An 294

Gr 1-6 An 293

Unit #19

First Period Enrollment Summaries

11/8/62 51

School

99.2
Spt 1958

101.7
Oct 1959

104.9
Oct 1960

Est.
Oct 1961
104.9%

177³
~~177~~

170³

192³

190

148⁴

189⁶

172⁵

201

140⁴

141⁵

154⁶

180

114⁴

137⁴

154^{4 1/2} 2 Graders
at 44

162

103^{3 1/2}

112^{3 1/2}

150^{4 1/2}

162

109^{3 1/2}

117^{3 1/2}

133^{3 1/2}

157

103³

107³

128^{3 1/2}

140

—

—

—

—

—

—

Rooms

K - 3

Gr - 23₂₅

T - 2

Sp - 0

Voc - 0

any K

177

170

192

190

Gr

717

803

891

1002

Sp

—

—

—

—

894

973

1083

1192

Gr 2-6 Am 32.7

Gr 1-6 Am 33.0

At 44 - 12

PUPILS TRANSFERRED TO #2 SCHOOL
From #3, #4, and #19

By Grades

Grade	From #3	From #4	From #19	Total
K	44	32	47	123
1st	51	25	59	135
2nd	43	31	51	125
3rd	31	20	55	106
4th	29	21	52	102
5th	33	17	34	84
	<u>231</u>	<u>146</u>	<u>298</u>	<u>675</u>

3/22/61

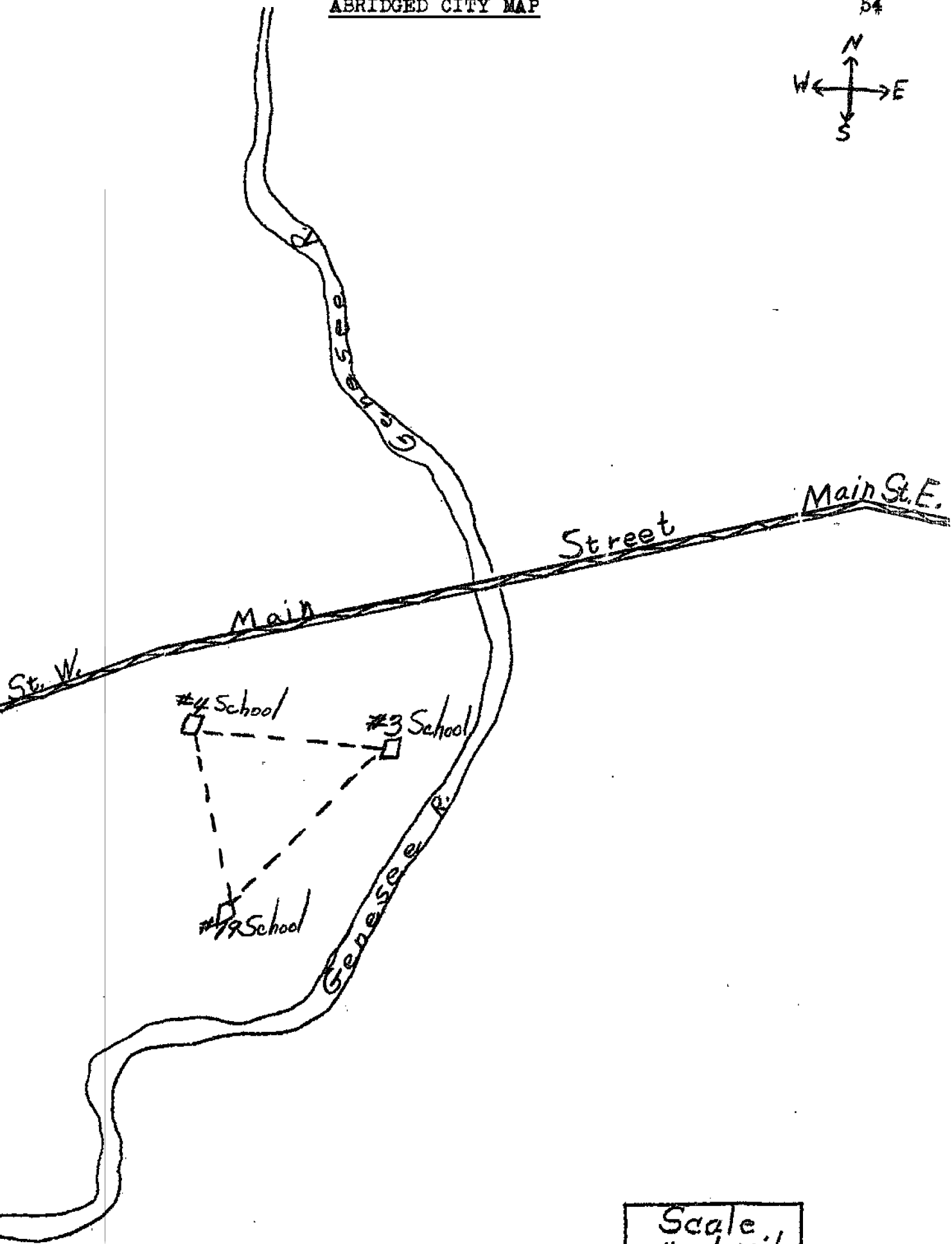
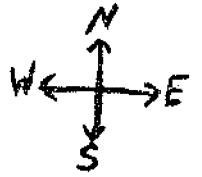
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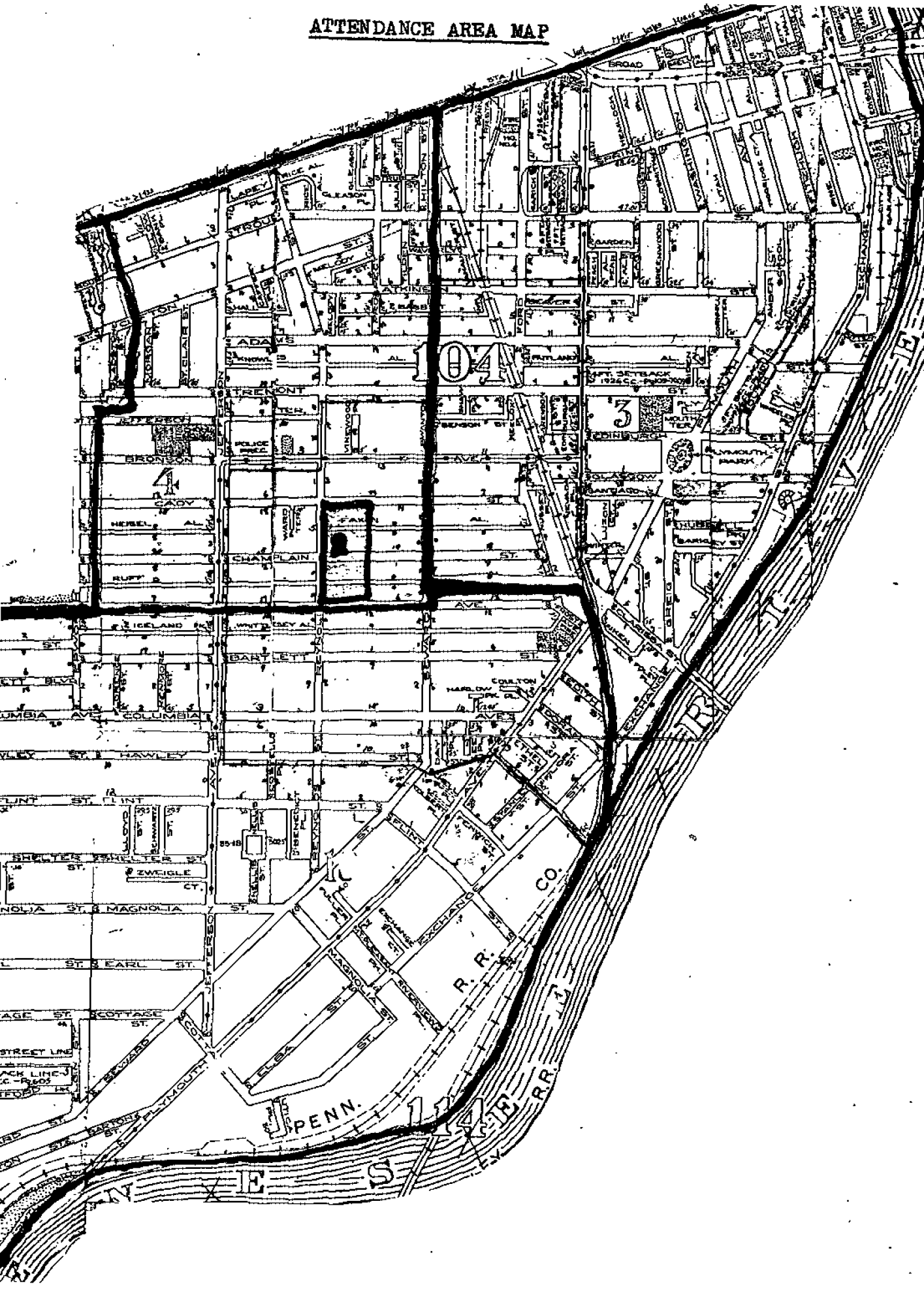
ABRIDGED CITY MAP

54



Scale
1" = $\frac{1}{2}$ mile

ATTENDANCE AREA MAP



16

VINEWOOD PL.

17

DISTRICT 29 MAP 2

56

BRONSON

AVENUE

STREET

STREET

CADY

STREET

26

24

HUBBELL

FAXON

ALLEY

JOHNSON

GRIG

REYNOLDS

CHAMPLAIN

STREET

SEWARD

FROST

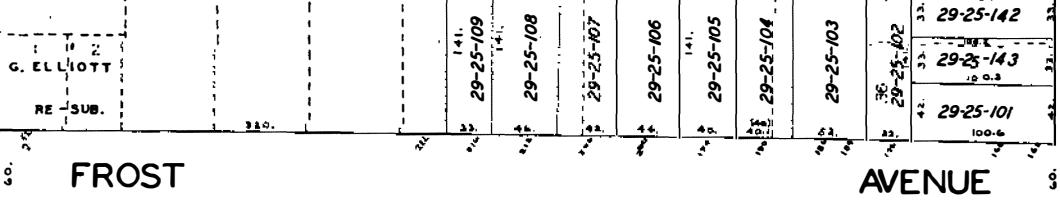
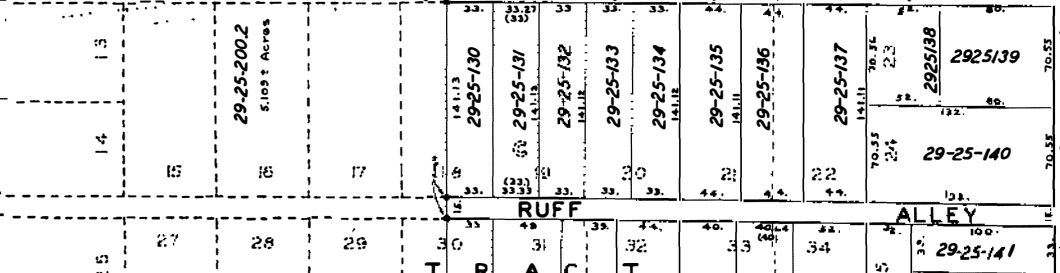
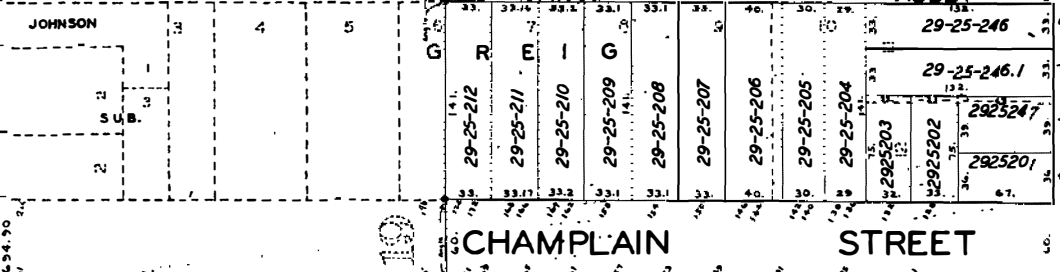
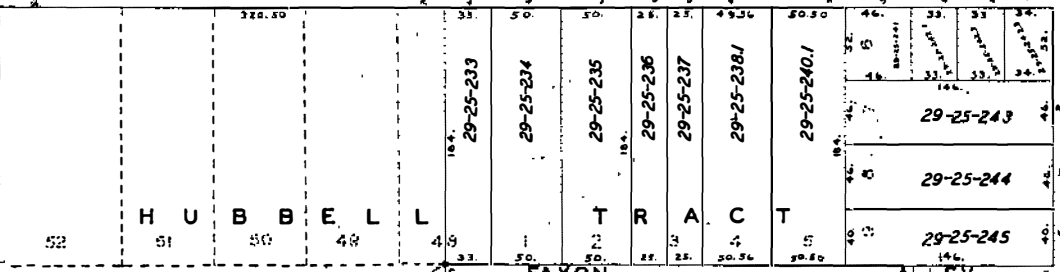
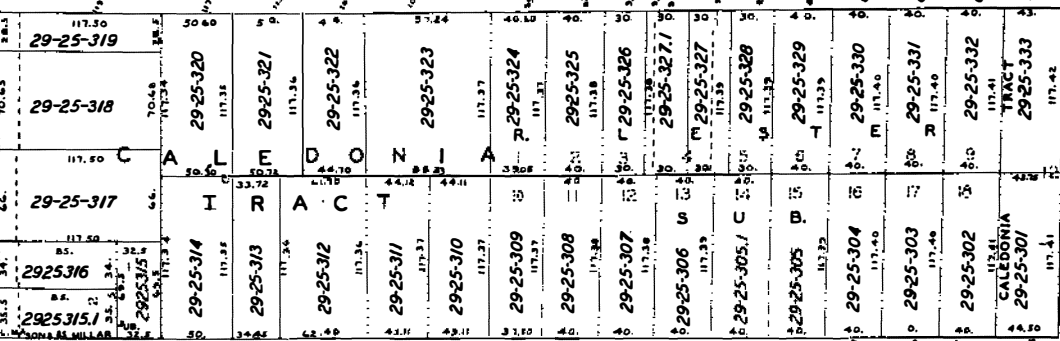
AVENUE

28

29

SCALE 1 INCH = 50 FEET

NOT APPROVED



SCHOOL NO. 2 DISTRICT BOUNDARY LINES

(Effective July 1, 1961)

Beginning at the Genesee River and the Pennsylvania Railroad tracks, at the foot of Violetta Street; thence northerly along the railroad tracks to the intersection of Clarissa Street and Winter Street; thence northerly along the center line of Clarissa Street to the north side of Atkinson Street; thence westerly in a line paralleling Atkinson Street, and including both sides thereof, to and including house No. 163; thence southerly in a straight line to the south side of Tremont Street at Swanton Place, including the house at 287 Tremont Street and both sides of Swanton Place--crossing Eabbitt Place to include house No. 30; crossing Adams Street to include house No. 214; thence westerly in a line paralleling Tremont Street, but not including it, to the center line of Reynolds Street; thence southerly along the center line of Reynolds Street to the south side of Bronson Avenue; thence westerly in a line paralleling Bronson Avenue, but not including it, to the east side of Jefferson Avenue; thence southerly in a line paralleling Jefferson Avenue, but not including it, to the south side of Hawley Street; thence easterly in a line paralleling Hawley Street, and including both sides thereof, to Seward Street, and including 291 Seward Street; thence easterly, crossing Seward Street north of 280 Seward Street, in a line projected to the west side of Plymouth Avenue South to a point opposite the center line of Violetta Street and north of 779 Plymouth Avenue South; thence easterly along the center line of Violetta Street to the point of beginning.

SCHOOL NO. 3 DISTRICT BOUNDARY LINES

(Effective July 1, 1961)

Beginning at the Genesee River and the Pennsylvania Railroad tracks; at the foot of Violetta Street; thence northerly along the railroad tracks to the intersection of Clarissa Street and Winter Street; thence northerly along the center line of Clarissa Street to the north side of Atkinson Street; thence westerly paralleling Atkinson Street, but not including it, to a point just west of house No. 163, thence northerly in a straight line to the east side of Hilton Street, paralleling Hilton Street, but not including it, to the center line of Mains Street West--crossing Waverly Place so as to include houses No. 66 and below; crossing Troup Street so as to include houses No. 233 and below; thence easterly along the center line of Main Street West to the Genesee River; thence southerly along the Genesee River to the point of beginning.

March 16, 1961

SCHOOL NO. 4 DISTRICT BOUNDARY LINE

(Effective July 1, 1961)

Beginning at the intersection of Jefferson Avenue and Frost Avenue, thence westerly along the center line of Frost Avenue to the east side of Epworth Street; thence northerly paralleling Epworth Street and Gladstone Street, but not including them, to Clifton Street; thence northerly crossing Clifton Street to include houses No. 117 and below; crossing Troup Street to include houses No. 386 down to No. 235, and continuing in a line parallel to Edgewood Park, but not including it, to the center line of Main Street West; thence easterly along the center line of Main Street West to the east side of Hilton Street; thence southerly on the east side of Hilton Street, paralleling Hilton Street and including both sides thereof, extending southerly in a straight line to the south side of Tremont Street at Swanton Place, but not including Swanton Place--crossing Troup Street so as to include houses No. 235 and up; crossing Waverly Place so as to include houses No. 67 and up; crossing Atkinson Street so as to include houses No. 164 and up; crossing Babbitt Place so as to include houses No. 88 and up; crossing Adams Street so as to include houses No. 215 and up; crossing Tremont Street so as to include houses No. 291 and up; thence westerly on a line paralleling Tremont Street, and including both sides thereof, to the center line of Reynolds Street; thence southerly along the center line of Reynolds Street to the south side of Bronson Avenue; thence westerly on a line paralleling Bronson Avenue, and including both sides thereof, to the east side of Jefferson Avenue; thence southerly on a line paralleling Jefferson Avenue, and including both sides thereof, to the center line of Frost Avenue; thence westerly along the center line of Frost Avenue to the point of beginning.

SCHOOL NO. 19 DISTRICT BOUNDARY LINES

(Effective July 1, 1961)

Beginning at the Genesee River and the Pennsylvania Railroad tracks on the center line of Violetta Street; thence westerly on the center line of Violetta Street to the west side of Plymouth Avenue South, north of 779 Plymouth Avenue South; thence in a line projected to the south side of Hawley Street, crossing Seward Street north of 280 Seward Street and south of 291 Seward Street; thence westerly on a line paralleling Hawley Street, but not including it, to the east side of Jefferson Avenue; thence northerly on a line paralleling Jefferson Avenue, and including both sides thereof, to the center line of Frost Avenue; thence westerly on the center line of Frost Avenue to the center line of Genesee Street; thence southerly along the center line of Genesee Street to the center line of Brooks Avenue; thence easterly along the center line of Brooks Avenue, crossing Plymouth Avenue South, to the Genesee River; thence northerly along the Genesee River to the point of beginning.

BUILDING DESIGN CONSIDERATIONS FOR NEW SCHOOLS

²
~~#12~~---#35

BUILDING DESIGN CONSIDERATIONS FOR NEW SCHOOLS

#32--#35

COMMITTEE #32

Florence Brown-#4
Dorothy Cooligan-#38
Helen Gerhart-#39
Alma Haessig-#19
Clarice Hinckley-#19
Ruth Vickerman-#3
Margaret C Kenney-#4.
Chairman

COMMITTEE #35

Dorothy Divideo, Mrs-#42
Patricia Steele, Mrs-#35
Patricia Olsen-#50
Rodney Peterson-#26
Freda Schulz-#35
Elizabeth Schwartz-#39
Dorothy S Voss, Mrs-#35
Chairman

TOTAL ROOM NEEDS

Classrooms

- 2 Kindergarten--adjoining
- 22 Regular classrooms #35
- 25 Regular classrooms #32
- 3 Special Education

Special Rooms

- 1 Music Room--(vocal) full time use
- 1 Gym with office--full time use
- 1 Handwork (with science area) scheduled 3 days--unscheduled use 2 days
(at least 60 ft) by all classes
- ~~1 Seated Auditorium (400) permanent seating--instrumental music-choir-T V~~
- ~~1 Primary Playroom--double size~~
- ~~1 Community Room--double size--with kitchen facilities (school use--
4 times community use--~~
- 2 { Conference rooms--10 people--one on each floor
- 1 { Speech (10 people-desk-file-sink-blackboard-bulletin board-phone-etc.

Administrative Suite

- 1 Individual offices for
 - a. Social worker
 - b. Psychologist
 - c. ~~Sup. TR~~
- 2 Miscellaneous
 - a. Teachers' work room
 - b. Storage
 - c. Waiting room
 - d. Toilets

Nurse's Office--waiting room to be some distance from office

- a. Clinical Services

School feels need of room for science

KINDERGARTEN

INSTRUCTIONAL PROGRAM ACTIVITIES

Group Activities

Building NEEDS TO CARRY OUT THIS INSTRUCTIONAL PROGRAM

Two adjacent kindergarten rooms each 26' x 45' exclusive of toilets and coat-rooms connected by a unit related to cooking, science etc. to include stove, refrigerator, sink, storage and counter space.

Rhythms, music, orchestra

Science and garden--planters--inside and outside space.

Library

Housekeeping, wood working, large block building.

Counter space--at least 24" deep with tile covering.

Large muscle activities

Alcove for climbing equipment.

Adequate built-in storage--large blocks--boards--boxes and large wheel type toys.

Health Training

Toilet facilities--wash basins

Two separate toilet rooms

Ventilation

Two wash basins--towel dispensers.

Light to warn when child is in toilet.

Drinking fountain

Attention to adequate heating so floor will be comfortable.

Attention to adequate rest facilities.

OF ROOM ACTIVITIES

Outdoor Play Area

Entrance adjacent to Kindergarten reserved for primary groups.

Assembly Programs and Dramatization

Small auditorium for use of all grades. (400)
Permanent seating, sloping floor, stage with riser steps etc.

TILED COMMENTS AND SUGGESTIONS

Blackboards

1. Washable of good quality slate in 3 areas (not too small)
2. Height suitable to children

Bulletin Boards

1. Cork in at least 3 areas
2. Height suitable to children

Rail about 1 foot above for display

Storage

1. Fun box-bin type
2. Built in 3 or 4 drawer metal file
3. Cupboard divided in sections for large tagboard, pictures, etc
~~(extra)~~
4. Rugs
5. Large building blocks--measure to fit standard block units
6. Rolling equipment
7. Radio, record player, T V

Shelving (generous)

1. Low shelves where children can obtain and return blocks, puzzles, books, etc.
2. Science equipment and display
3. Book shelves

Walk-in cupboard

1. Shelves 14" (at least) one side
2. Shelves 24" (at least) one side
3. Roll out type shelf for large paper

Coatrooms

1. Wooden pegs high enough to hang winter coats
2. Tiled partitions--side and floor
3. Tipped floor area for boots
4. Compartments over hooks for children's hats, gloves, scarves, aprons and so forth

Teacher's Coat Room

1. Long enough to take full length wraps
2. Shelf for hat-pocketbook etc.
3. Tiled floor--articles, rubbers, etc.
4. Ventilation
5. Space for mirror

Built in sink unit with formica covering--metal or formica edges--height for 5 year old children. Space for mirror above sink

GRADES ONE AND TWO

INSTRUCTIONAL PROGRAM
AND ACTIVITIES

Group Activities

BUILDING NEEDS TO CARRY OUT THIS
PROGRAM

Room sufficiently large to provide ample space for these activities, approximate floor area 25' x 36' exclusive of toilet and coat rooms.

Specific work area

Removed from traffic area where children would be moving about.

Reading

Science

S. S. projects

Health Training

Toilets

One unit and basin off classroom

Standard size plumbing

Towel dispenser available to children

Light to signal child inside toilet

Built in sink area with drinking fountain and storage space

Size suitable for 6-7 year old child

Formica top and metal or formica edges

Space for mirror above sink

Built in area back of room

Towel dispenser children can reach

GRADES ONE AND TWO

FAILED COMMENTS AND SUGGESTIONS

Blackboards

- a. Washable--good quality slate (black)
- b. At least ~~three~~ at level for children (not too small)
- c. Chalk rails wide enough to hold erasers

Bulletins Boards

- a. ~~Three~~ good size
- b. ~~Cork~~
- c. Height suitable for children

Rail about one foot above for display

Storage

- a. For 5 months supplies
- b. Built in 3 or 4 metal file drawers
- c. Built in unit divided into vertical sections for storing of large sheets, tagboard, pictures etc.
- d. Space below sink
- e. Doors on cupboards
- f. Some areas accessible to children

Shelving (generous) some with doors

- a. Accessible to children, blocks, puzzles, paper, plasticene, etc.
- b. Supplementary reading material
- c. Display purposes
- d. Accommodate approximately 300 books
- e. Science equipment
- f. Clock front of room

6. Coatroom (children)

- a. Folding doors with blackboard and cork bulletin board #39
- b. Tiled area for wraps and footwear
- c. Hooks high enough and so spaced wraps will not fall
- d. Area deep enough to hold winter clothes
- f. Compartments over hooks for children's sneakers, mittens, etc.

7. Coatroom (teacher)

- a. Long enough to take full length coat
- b. Shelves for hat, pocketbook etc.
- c. Tiled compartment and floor
- d. Ventilation
- e. Space for mirror

GRADES THREE THROUGH SEVEN

INSTRUCTIONAL PROGRAM
ACTIVITIESBUILDING NEEDS TO CARRY OUT THIS
INSTRUCTIONAL PROGRAM

Group Activities

Floor area large enough to provide
flexible grouping
Intermediate (3-7)
Classrooms for 6 and 7 graders
larger to accommodate larger
children and larger seating and
necessary expansive projects.
Map rails in at least 2 areas -

Specific Work Areas

Wide counter area 24". See de-
tailed recommendations Bulletin.
Boards, Blackboards, shelving etc.

Research Area

Health

Sink and drinking fountain in each room.
Toilet facilities adequate to serve 6
rooms or less.
Location to be adjacent to area served.
Provision for cleaning erasers.

SPECIAL EDUCATION CLASSES

In all probability there will be a minimum of 3 classrooms set
aside for the above classes.

Regulation size and equipment will not vary greatly from standard
recommendations. It is desirable for all classrooms to be inter-
changeable to meet varying needs.

Intermediate Grades.

General

a. Classrooms

- 1) Minimum of 4 hooks on second floor to accommodate 6 and 7 grade children and larger seating facilities

b. Blackboards

c. Bulletin Boards

d. Storage

e. Coatroom (children).

- 1) Folding doors with blackboard and bulletin board space #39
- 2) Tiled sides and back and bottom
- 3) Tiled and tipped area for footwear
- 4) Hooks high enough and spaced so wraps do not drag or fall
- 5) Area deep enough to hold winter wraps and close doors
- 6) Compartments over hooks for sneaks--ventilate!

f. Coatrooms (teachers)

- 1) At least 6' high (long coats)
- 2) Shelves--hat--gloves, etc
- 3) Tiled compartment and floor
- 4) Space for mirror
- 5) Enclosed
- 6) Ventilate

g. Shelving (generous)

- 1) Consider some vertical as well as horizontal
- 2) Accommodate at least 300 books
- 3) Wider counter area 24"
- 4) Some attention to closed cupboard space
- 5) Display purposes also

h. Provision for map rails in 3 areas

Specific Work Area

- a. Research Area
- b. Library corner
- c. Allow 3 areas groupings with blackboard space for two
- d. Floor area large enough to permit flexible grouping
- e. Tiled work-counter area
- f. Seating for 36 children

Music (Vocal)

- a. Larger than ordinary classroom to provide space for activity work--demonstrations
- b. Special attention to sound proofing
- c. Teacher's coatroom
 - 1. At least 6 feet high (long coats)
 - 2. Shelves
 - 3. Tiled compartment and floor
 - 4. Space for mirror
 - 5. Inclosed
 - 6. Ventilate
 - 7. Storage for records, rhythm instruments, etc.

Speech Therapist (10) may combine with Conf room on Floor 1

- a. Large enough for facilities for doctor; conference facilities for doctor, parents, teacher--demonstration work for parents. Sink--bulletin board--built in mirror--files

Handwork Area - cooking, sewing, metal, wood, plastics, paint etc-
 Science Area necessary equipment and seating

- a. Large (approximately 28' x 45') with adjoining sewing room 15' x 28' partitioned by wall of windows and one door.
- b. Cooking are--built in sink with formica counters and storage and drinking fountain. Towel dispenser.
- c. One slap sink
- d. Built in lumber rack
- e. Built in ironing board
- f. Coatroom (teacher)
 - 1. At least 6 feet high
 - 2. Shelves
 - 3. Mirror space
 - 4. Inclosed
 - 5. Ventilate
- g. Electrical outlets for machines
- h. Lights above machines
- i. Recessed fire extinguishers
- j. Metal cabinet

Gymnasium - Physical Education

✓ Shower facilities - recessed drinking fountain

Office

Bookshelves

Lockers

Bulletin boards

Gymnasium should be on ground floor and adjacent to playing field and outdoor facilities.

Adequate space should be provided for a closed area to house ~~auditorium~~ seats.

Gym office should be located next to gym with windows of safety glass to provide a view of the full gym area.

Provision should be made for the location of a public address system which could be used either from the gym office or the stage.

Gym office should include: sink, shower, toilet facilities. Enough space should be allotted for gym office to contain: desk, filing cabinets, cot, first aid cabinet and supplies; and all gymnasium equipment (balls, clubs, mats etc)

At least 2 to 4 dressing rooms located near or back of the stage for use in plays. These could be used for individual health training rooms, meeting rooms for safety patrol and junior safety council, health clubs, BUT NOT FOR STORAGE. They could be used without tying up the gym (folding doors could be used)

Outdoor facilities should be large enough for at least two baseball diamonds and/or minimum space for a field 150' x 100'. Many other ideas which should be studied by the Physical Education Dept.

All-Purpose Room and 2 ante rooms--Orchestra--small auditorium--Violin-piano-T V-adult community groups--faculty meetings--choir, etc

- a. Permanent seating (400 seats)
- b. Risers--steps to stage
- c. Stage--boom and footlights
- d. Special attention to acoustics--echo
- e. Storage facilities adjoining for costumes, musical instruments, piano, chairs, etc.
- f. Sloping floor--cr/k aisles
- g. Entrance to stage from each side behind curtains.

Primary Play Room (A. Entrance adjacent to outside area

Faculty Room and Dining Facilities

- a. Size--adequate facilities for 35 adults. Consideration may need to be given for male members of staff
- b. Stove, refrigerator-sink, cupboards--outlets--dining tables and chairs
- c. Lounge
- d. Toilet facilities
- e. Book shelves
- f. Two toilet areas per floor for men teachers and women teachers

Science--combine with handwork or separate room

Conference Room

- a. Adjacent to principal's office to accommodate 8 to 10 with 2 entrances--one from hall--one from principal's office
- b. Small room on second floor to accommodate 3 or 4 persons.

State
52-72

Community Activities

Rooms

- a. Types--double size room, kitchen accommodations (as at #39)
Adjacent to outside entrance--planned so as to be capable
of division by built in permanent recessed doors.
- b. Closed off from rest of building for Boy and Girl Scouts--
Gray Y--Adult Sewing--Parent committee meetings
- c. Heating arranged so individual area can be served
- d. Toilet facilities

Outdoor-Recreation area to be planned by Recreation Department

OFFICE

It should be large enough to accommodate several people at one time without crowding. The counter should be large enough and equipped with as many files as possible. A telephone booth is desirable to ensure privacy to staff members when necessary. A large bookcase and magazine rack for display of professional books is necessary. Special service offices could be served better if they were part of the main office. Peculiarities of the school district as well as number belonging should be considered in staffing the office.

STORAGE

Off office--walk in
Cupboard near secretary

RECORDS

Should be kept in a locked, fire-proof file

SUPPLIES

Paper rolls in mimeo room
Large magazine racks
Shelves for professional books in office

A work room for teachers containing ditto machine, primary print and regular typewriters, printing pens, chart paper, worktables, professional reading materials, map storage, globes, and other instructional materials. Plenty of room so several teachers can work at same time.

Administrative offices (principal, supervising or helping teacher, guidance etc.

Provide for one common waiting room for entrance to above administrative offices. Provide for several toilet rooms for administrative suite.

Health-special unit with waiting room in vicinity of Gym.

At No 32 School wider provision for Health Clinical services may need to be given special consideration.

Acoustics

- a. Sound proof all rooms and halls
- b. Special attention to offices, conference rooms, music and all-purpose rooms

Clocks

- a. In all classrooms and offices--(front or side location)
- b. Strategic areas in halls

Exits

- a. Adequate for safe entrance and exit for 750 children with appropriate facilities for easy removal of rubbers.
- b. Well-lighted stairways and signs so located that not more than 6 classrooms use one entrance
- c. Kindergarten entrance to be separate
- d. Entrance to be separate for playground and community use
- e. Main entrance to be attractive as well as functional

Floors

- a. Attention to attractiveness

Halls

- a. Bulletin boards approximately 9' or 10' for every 6 rooms or fraction thereof
- b. Built in display case on each floor--sliding glass doors, deep shelves, cork backing

Intercommunication

- a. Telephones located in strategic areas--a minimum of 12-15 stations
- b. At least 2 trunk lines imperative
- c. P A system for seated auditorium, double community room, Gymnasium

Lighting

- a. To be checked against best recommendations
- b. Glare factor to be considered in all classrooms
- c. Warning lights outside primary toilet rooms
- d. Stage light--boom lights
- e. Above display areas in halls
- f. Built in radio and T V antenna
- g. Provisions for adequate lighting outlets, and darkening rooms to meet needs for all purposes including use of all audio-visual aids
- h. Provide a white chalk board in front of every classroom.

Safety

- a. Attention to attractiveness, health, safety and maintenance
- b. Attention to screening windows adjacent to playground
- c. Adequate, ventilated and lighted space in basement for Defense Drills

Storage

- a. Large areas (2 per floor) for use of all teachers
- b. Built in storage space

Walls

- a. Tiled to ceiling if possible
- b. Tiled at least half way height of room

Windows

- a. Open top and bottom --#42
- b. Close securely in winter
- c. Wide tiled sills

Grounds

1. Drive in facilities to pick up children--all deliveries to school
2. Attention to location of flag pole
3. Attention to outside water outlets
4. Attractive shrubbing
5. Sidewalks to entrances wider than entrance

Parking

1. Space to park 35 cars--staff and community
2. Areas spaced for forward exit
3. Lighted parking area
4. Timed-night lights

Playgrounds

1. Small area for Guided Observation and Primary Group
2. Drinking fountains
3. Large area to be planned with Recreation Department

COMMENTS AND SUGGESTIONS

FACT SHEET ON NEW #2 SCHOOL

March 25, 1959

1. Why is a new school needed now?

By September, 1960, there will be 992 students in excess of the capacity of Schools #3, #4, and #19. There will be three portable units at School #3, one such unit at #19, two classes from #3 School in Corn Hill Methodist Church in September, 1959, as well as classes in rooms not designed to be used as classrooms.

2. Why is the new school located here?

Schools must be placed where the school children live. This location was carefully selected as the one which best serves the greatest number of school-age children.

3. Why not transport children to other schools, rather than build a new school?

Bus transportation is costly and still is only a temporary expedient.

4. Why must it cut across two blocks?

Educators have proven that for the best lighting for educational purposes the school building should face east or west. To provide enough room and face east or west, it must cut across these blocks.

5. What will happen to Champlain Street?

It is assumed that Champlain Street will be closed between Reynolds and Seward Streets.

6. How much space will the Board of Education need?

Approximately three acres. The new school will probably be a two-story unit large enough to take care of 750 children. It will be flanked by an off-street parking area and a small playground for kindergarten and primary children.

7. What will happen to the remainder of the two blocks?

It is hoped that the city will develop the remainder of these two blocks as a community recreation center.

8. What is the deadline for the acquisition of these properties?

May 19. The new school must be ready for occupancy by September 1, 1960. Construction must begin as soon as possible.

9. Will the owner get a fair price for his property?

To insure that the owner will get a fair price, the Board of Education secures an appraisal through an independent appraiser and uses that figure as the basis of acquisition.

QUESTIONS TO BE ANSWERED ON
#2 CITY SCHOOL

Gr 31477
79

1. Boilers - Should they be Gas or Oil or both? ~~Mr. S.~~
2. Are three (3) boilers necessary? that is, do we need a stand-by? No
3. Buzzer or Gong for dismissal? Where located?, controlled by Clock or Hand? ?
4. Fire Alarm System - Double supervised? What if any connection to City Fire Dept.? Should it be connected to emergency power system? Mr. Stacy
5. Should Exit Lights be connected the same as Fire Alarm System?
double etc. ↑
6. Should there be a Radio and Public Address System? How many channels? No.
Where controlled and to what extent?
7. T. V. Where are outlets to be located? Should there be a piped antenna and outlet in each Room? *Rec -* *No* *Planning*
8. Lighting - 48" or 96" Fluorescent tubes?
Regular or rapid start?
Incandescent or Fluorescent in Corridors? ?
9. Do you want keyed switches in Corridors and in Toilet Room? *Yes*
Also in Locker Room?
10. To what extent do you want outside telephones and where located?
Do you want a Pay Station?
11. Do you want a white Chalk board in Class Room? Which end? How much? (No)
BLACK SLATE
12. Corridor receptacles - how many or how close together? What phase and voltage in equipment? *eraser cleaner -* *Mr. Aberly*
13. What type of distribution ^{panel} in main electric service? *stacy aberly -*
Fuses or circuit breakers in main service? We plan to use circuit breakers in secondary panels but do you have a preference as to type? *Germing*
14. How many air changes in a Class Room? 500 or 1000 ft. per minute. *Stacy*
Unit Ventilators

15. Switches for Class Room lights.

48" -

Is this OK?

One switch controls the two end rows and the inside row. The other switch controls the two outside rows. That way when it is fairly light out just the dark areas can be lit.

yes

16. Metal Chalk troughs or wood?

edging

17. Drapes -

Single or double? Do you want a drape pocket above window?
Or do you want window shades?

no drapes

18. fence? who provides -

19. Gernunga - chairs (?)
Company - #15.

**CHRONOLOGICAL PROGRESS TOWARD
OPENING OF #2 SCHOOL**

January, 1959	Teacher Planning Committee organized
March 4, 1959	Projected Population Study completed by Mr. Parkhill's staff
March, 1959	Teacher Planning Committee report submitted to Mr. Parkhill, Assistant Superintendent of Schools, and Mr. Scherer, Assistant Superintendent of Schools in charge of Buildings
March, 1959	Fact sheet prepared by the Administrative Department for the Board of Education
March, 1959	Site selected by the Board of Education in conjunction with the Recreation Department of the city of Rochester - approval of the site given by the City Council
March 25, 1959	Notices of intent to acquire property sent to property owners
March 26, 1959	Planning Committee report and request for funds submitted to the Board of Education by Mr. Parkhill and Dr. Seymour, Superintendent of Schools - approval and request received on this same date
April 2, 1959	City Council approved \$1,300,000, total, for #2 School
April 16, 1959	Architect, Mr. Carl Ade, selected by the Board of Education
April 16, 1959	Planning Committee report and site map submitted to the architect
May 22, 1959	Property appraisals made and letters with first offer sent to property owners
June, 1959	Preliminary plans A, B, C, D, E, and F submitted and revisions decided upon to bring costs in line with funds approved by the City Council - it was decided to eliminate four classrooms
June 12, 1959	Miss Haessig appointed as chairman of the Planning Committee

June 12, 1959	General discussion on the roll of the Steering Com. and educational needs concerning auditorium, handwork, music, audio-visual, and general classrooms
June 15, 1959	Decision made to acquire sufficient property to allow for community play area
June 15, 1959	Decision made against an auditorium with fixed seats Decision made to include a gym large enough to allow for a community room Decision made to curtail the uses of the Industrial Arts room Decision made to make the size of the nurse's office smaller
June 15, 1959	Submission of Plan 4 by Mr. Ade, room size set at 28x34 feet, elimination of auditorium and the substitution of a multi-purpose room to seat 250 to 300
June 16, 1959	Review of plans by Miss Haessig and Mrs. Yoss
June 16, 1959	Steering Com. and Mr. Ade had a general discussion of the plans
June 22, 1959	Mr. Ade, Miss Haessig, and Miss Kenney have a general discussion on plans and educational needs
June 22, 1959	Dr. Seymour and administrative department heads had a meeting to review working relationships and to establish procedure
June, 24 & 25	Dr. Seymour met with Miss Haessig, Mr. Ade, and Mr. Stickney to establish procedure
June 26, 1959	Planning Com. met and discussed classroom size, kindergarten size, and details of classroom construction
June 30, 1959	Mr. Parkhill retired, Miss Haessig assumed his position
July 7, 1959	Information and opinion on room height, window height and style, use of curtain walls, cupboard space, wardrobes, and assembly chairs

- July 8, 1959 Planning Committee met and considered Plans F and G as submitted by Mr. Ade - Plan F received unanimous vote. Play space, size of gymnasium, entrances and sidewalks, and wardrobes were considered
- July 9, 1959 Miss Haessig and Mr. Fraser visited Schools 38, 42, 50 and Charlotte High School to observe features of construction
- July 10, 1959 Miss Haessig and Mr. Scherer consider Plans F and G
Mr. Scherer favored Plan G, - discussed features needed and plans for one floor addition to present gymnasium to house lockers and showers
- July 10, 1959 Plans F and G combined by Miss Haessig and Mr. Ade
Four rooms to be added to Plan F in center front wing
Rearrangement and cutting of space in administrative suite - classroom details revised
- July 16, 1959 Dr. Seymour decided that the gym should be 60x80 feet
Miss Haessig informed Mr. Ade about the gym, and that a one floor addition should be planned to house lockers, showers and equipment to be used by the Recreation Division - this addition to be constructed at the time of building or later, when the playground is developed - bids with and without the addition should be submitted
- July 17, 1959 Call from Mr. Rohlfstad re lighting for multi-purpose room and gym - 1. Skylights, clear plastic, non-breakable (Example, Victor School) 2. Wall windows, clear plastic, non-breakable, 8 feet from floor - walls would be without sunlight and toward play area
- July 17, 1959 Call from Richardson Gale to Miss Haessig - what will be done if NO. 2 School is not finished by Sept. 1960 - discussed with Mr. Ade

July 21, 1959

Meeting - Mr. Ade and son with Miss Haessig re

1. new plans for school layout
2. classroom plans
3. kindergarten plans
1. Costs now at \$1,380,000 (59,000 sq. ft.)
 additions made - 4 rooms, 4,624 sq. ft.,
 size of gym, 840 sq. ft.,
 passageway, 288 sq. ft.,
 custodian office,
 120 sq. ft.
 does not include - grading, equipment,
 architects fees
2. Set back - 42' and 70'
3. Double hung windows - shades to darken
4. Plan of nurses' office to be submitted
 to Dr. Rathburn
5. Offices - reduced by 9'
 Psych. office - 8' by 9'
 Sec. Wkr. office - 8' by 9'
 Supvl. Tchr. office - 8' by 12'
6. Integrated Handwork room
 (57' long) plan to be submitted
 to Mr. Thiem
7. Questions to be answered -
 outside equipment storage - door or
 overhead
 Heating - control system or not
 Shelving for Kindergarten storage
 Chalkboards and bulletin boards -
 location and size
8. Additional information -
 sinks - 2nd floor - cost \$100 each
 crawl space only
 1-step elevation
 storage under stairs (changed by
 Mr. Garrett)
 seating for multipurpose room - 300
 can't promise less than \$20 per sq. ft.

July 21, 1959

Planning Committee and Miss Haessig met and
 considered entire plan, classroom plans,
 kindergarten plan, and review of progress
 report

July 21, 1959

Questions considered by the Planning Com

1. Use of white chalk board
2. Structural drop in ceiling of multi-purpose room to lessen size of door divider
3. Placement of mirrors in toilet rooms
4. Placement of kitchen in relation to entrance and administrative offices
5. 20' chalkboard to be changed to 20' long - 12' of chalkboard in center with bulletin boards of 5' each end

July 21, 1959

Dr. Seymour and Miss Haessig confer on -

1. Necessity for cost under \$1,200,000 and to include grading, etc.
2. Added space in classrooms
3. Conferences with Mr. Scherer, Mr. Caverly, et al. concerning materials and structure, storage, toilet facilities, lockers and showers for Community use.

July 23, 1959

Mr. Ade submitted drawings for layout of handwork room. One sent to Penn State to Mr. Thiem for layout - room to be 57' long and storage space of 13' x 14'

July 23, 1959

Mr. Ade notified Dr. Seymour and Miss Haessig that #2 School could not be built for \$1,200,000 if the April plans and suggestions submitted to him were adhered to

July 23, 1959

Mr Caverly expressed deep concern over location of multipurpose room. Recreation plans called for rear of building. Decided to discuss the issue with Mr. Ade. Suggested reverting the position of the boiler and multipurpose rooms

July 27, 1959

Final meeting for approval of preliminary plans

Dr. Seymour, Mr. Scherer, Miss Haessig, Mr. Adams and son were present - Main question discussed was to bring total cost down to \$1,200,000

Some of the decisions were -

1. Elimination of 4 classrooms -
Plan to have 25 classrooms and 2 kindergartens

2. Cost of \$20 per sq. ft. must be reduced
materials and type of construction
to be main sources of change

3. Use tile on all corridor walls

4. Asphalt tile in corridors except
on first floor

5. Four foot door for outdoor storage
and possible reduction of size of
space

Rear wing to be stump end for addition
of 4 rooms if necessary at a later
date.

Following the meeting Dr. Seymour gave
authorization to Miss Haessig to make
decisions in his absence

Summary of Building decisions made through July 30, 1959 --

1. Building to cost no more than bond issue --
\$1,200,000; alternative plans to be submitted showing
gymnasium facilities for school use and community
of the same.

School gymnasium -- 52' x 72'
Recreational requirements 60' x 80' with
showers and lockers
Grading and seeding to be included in
above costs

2. Setback for the school to be 42' and 70'
3. Heating facilities to be gas and/or oil -- unit
ventilators
4. Will be a two-story school, following B. of E.
policy
5. Size of rooms -- 28' x 34' -- usable 25' x 34'
kindergarten -- 1200 sq. ft.
handwork room -- equivalent to two
classrooms
6. Corridor widths -- 8'6" or 9'
7. Entrance ways -- large enough to remove outdoor
footwear
private entrance for kindergarten

8. Public Health Nurse's Office
One dimension 20', and office as large as possible
9. Multi-purpose Room - equivalent to about four classrooms
Divider curtain wall to be installed
Provision for chair storage
Built-in stage with risers leading to stage
10. Custodial Helps -
Delivery entrance - open space for school deliveries
Storage space on second floor
Provision for storage for snow and lawn equipment
Slop sinks located at frequent intervals
Rounded baseboard for easy cleaning
Personal shower room
11. Classroom Toilets
One classroom toilet with lavatory in each classroom on first floor - Mass toilets for second floor - maximum use of 6 to 8 rooms
Toilets near play area - possibly with outside entrance
12. Classroom sinks and counter space -
Every room in the building to have a unit - height and size to be determined by usage
Bubblers to be located in classrooms on first floor and in corridors near toilet rooms on second floor
13. Work room space for teachers near office
14. Music practice room with storage for instruments
15. $\frac{1}{2}$ to $\frac{3}{4}$ sized room to serve as conference room and speech room
16. Glass wall for corner of waiting room for administrative suite
17. Hall dividers to close off parts of building for evening use
18. Parking area for approximately 35 cars
19. Provision for crawl space - not basement
20. Elevation of floor one to be very moderate

GENERAL CLASSROOM DETAILS - Approved by Planning Committee

1. **Cabinets -**
 prebuilt metal, sectional moveable - but
 fastened color to match decor
 top to be uniform in height and covered with
 formica or other similar material

 Disposable shelves
 length of units to be determined by building
 construction
2. **Wardrobes -**
 more than usual depth (2'7")
 double doors which swing back to back
 covering to be bulletin board
 wall and floor area in wardrobe to be of tile
 or other material easy to clean
3. **Windows -**
 to cover approximately 75% to 80% of linear
 wall space
 wall drop from ceiling to contain built-in
 fixtures for room darkening
 double hung windows for both floors
4. **Ceilings**
 acoustical treatment covering the entire space
5. **Electrical Fixtures -**
 easy accessibility for cleaning purposes
 good construction for removing of bulbs
6. **Electric outlets -**
 double sockets - grounded
 location on accessible walls in no less than
 two spots
7. **Teacher storage -**
 3-drawer steel file to be inserted in recessed
 wall area
 teacher's wardrobe to be of sufficient length
 and height to accommodate full length coat
 provision for storage of 22"x28 paper
 cupboard drawers to be on runners for ease of
 operation
 adequate book and supply storage area
8. **Chalkboards -**
 location in two or three sections of the room
 height suitable for children using the room
 uniform height on top edge of all boards

CLASSROOM DETAILS - Concluded

8. Chalkboards -
material to be black slate or possibly green glass
possible use of white chalk board and/or magnetic steel board
9. Bulletin boards -
location in three sections of the room
material to be of green cork
uniform height at top edge
10. Doors -
to be placed in recessed area
to swing out from classroom
location to be determined by construction supports
11. Sinks and toilets - see Building Decisions

IDEAS REJECTED -

seated auditorium
lift for use of custodian
paper disposal shaft
project storage shelves for children's use
pegboard
leaf blackboards

- | | |
|-------------------|--|
| August 6, 1959 | Plot plan showing locations of test borings submitted to Mr. Scherer by Mr. Ade |
| August 30, 1959 | All but 7 properties on the #2 School site had been acquired - these 7 properties not to delay the continuation of the project |
| September 3, 1959 | Board of Education approved preliminary plans (H)
this authorized final plans to be prepared for contract bids |
| November 23, 1959 | Plans for Contracts #1, 2, 3, and 4 (Construction, Heating and Ventilation, Sanitary Work, and Electric) submitted by Mr. Ade to Dr. Seymour and his staff - several copies of each of these plans were sent to Mr. Scherer for his study and to distribute to interested con- |

tractors

- December 1, 1959 Notice to bidders made by Mr. Scherer
Bids due December 23, 1959
- December, 1959 Summary of statistical information
prepared by Miss Haessig
- December 3, 1959 Structural design for #2 School
approved by William A. Clark, Engineer
- December, 1959 Decision made to delay the opening date
of the new school from September, 1960
to September 1961
- December 23, 1959 Bids on contracts opened - Board action
on the bids delayed until after
January 1, 1960 because the members
were to change at that time

place space - two acres +

1st. plan - 31 classrooms	22 regular	-	660 pupils
last - 25 classrooms	3 special	-	45 (54) "
	2 kindergarten	-	130
			<u>835</u> or 844
	1 music		
	1 handwork		
	1 gymnasium		
	1 multipurpose		
	Adm. offices		

Number of Children

Number of Teachers
(classroom & kdg)

<u>1959-60 (Dec)</u>	(See chart) <u>Oct. 1958</u>	<u>Increase</u>
#3 - 874	836	38
#4 - 761	697	64
#19- 977	894	83

Class Load - October 1959

#3	28.92
#4	31.37
#19	32.19

Plan A - 85,384 sq. ft.

Plan H - 65,595 sq. ft.

decrease - 19,789 sq. ft.

Classroom Sizes

<u>#2 School</u>	<u>State Minimum</u>
Kdg. 1075 sq. ft.	1000 sq. ft.
Gr. 1-7 770 sq. ft.	816 sq. ft.

Gym

El. School - approx. 50 x 70
Rec. #2 School - 60 x 80

Usability of Present Locations

#3 (6 classes in Trans. 7th grade to Madison
(2 classes in Church
(1 music room - need 2
#4 Remodeling of 2 basement 7th grade to Madison
(1 more in Sept. 1960)
#19 Remodeling of 2 basement rooms 7th grade to West
2 classes in Trans.

Test Borings - Pittsburg Testing Co., Buffalo, N. Y.

Classroom size

State Law ----- 770 sq. ft.
#2 School - 28' x 34' overall
25' x 34' actual ----- 850 sq. ft.

Assembly seats - Samsonite KVD #50 --- Diversified Equipment Co.

Truck - 42" x 56" (holds 24 or 25)

Files -- 4 drawers - 18 3/8" wide } Heinrich Siebölt
52" wide }

Equipment

Metal files
Teacher furniture
Pupil furniture
Window Shades
Stage Curtains
Assembly Chairs

Wardrobes

Ordinary size - 2'7" (31")

Space planned - 3' (36")

Kindergarten size

State Law - 1050 sq. ft. (30 ch)

#2 School - 1200 sq. ft.

Two Stories - Rule of Board of Education

Counter - 10' ?

Name PRINCIPAL

'1	Double pedestal desk			x	✓
'1	Swivel chair with arms			x	✓
'1	Ten base chairs no arms - all metal			x	✓
'1	work table - office style - 30 x 60			x	✓
'1	waste basket			x	✓
'1	pencil sharpener			x	✓
'1	bookcase open			x	✓
'1	file 2 drawer legal with lock & line top or 4 d. executive - similar to Ent 11.5.1			x	✓
'2	visitors chairs with arms			x	✓

POSSIBLE DISTRIBUTION OF DESKS

July 23, 1961

GRADE

1	20	21" desks & 11" chairs
	15	23" desks & 13" chairs
	1	23" table
	4	13" chairs
2	5	21" desks & 11" chairs
	20	23" desks & 13" chairs
	10	25" desks & 15" chairs
	1	25" table
	4	15" chairs
3	10	23" desks & 13" chairs
	20	25" desks & 15" chairs
	5	27" desks & 17" chairs
	1	27" table
	4	17" chairs
4	5	23" desks & 13" chairs
	15	25" desks & 15" chairs
	15	27" desks & 17" chairs
	1	27" table
	4	17" chairs
5	10	25" desks & 10 15" chairs
	20	27" desks & 20 17" chairs
	5	29" desks & 5 17" chairs
	1	29" table
	4	17" chairs
6	5	25" desks & 5 15" chairs
	15	27" desks & 15 27" chairs
	15	29" desks & 15 17" chairs
	1	29" table
	4	17" chairs

These orders were made according to this chart. There could be some minor changes when Mr. Peterson returns on August 1.

I am inclosing a chart.

Aima E. Haessig

AEH:pm
Inc.

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"P"

RESOLUTION NO.1
March 26, 1959

By Commissioner Cooke

Resolved, by reason of already existing needs, that the Board of Education build and equip a new elementary school to serve approximately seven hundred fifty (750) pupils at an estimated cost of one million, three hundred thousand dollars (\$1,300,000); and that a site of approximately three (3) acres for said school building be acquired in the area north of Frost Avenue, south of Cady Street, and immediately to the east of Reynolds Street at an estimated cost of three hundred forty thousand dollars (\$340,000).

Seconded by Commissioner Ott

Adopted unanimously

RESOLUTION NO.5
APRIL 16, 1959

By Commissioner Ott

Resolved, That Carl C. Ade, located at 55 Canterbury Road, Rochester, New York, be, and he hereby is, engaged as Architect for new elementary school at the north-east corner of Reynolds Street and Frost Avenue and his compensation fixed at six per cent of the cost of the work covered by his drawings and specifications and performed under his direction; and be it further

Resolved, That the President of this Board be, and he hereby is, authorized to enter into contract with the above-named Architect in a form to be approved by the Corporation Counsel.

Seconded by Commissioner Parr

Adopted unanimously

RESOLUTION NO. 2
August 6, 1959

By Commissioner Barr

Whereas the Board of Education deems the real estate hereinafter listed as necessary for school purposes (to wit: as part of the site for the new #2 School), and is unable to acquire the same through negotiation and purchase,
Be it

Resolved, That the City of Rochester be requested to take the necessary legal steps to acquire the following parcels of real estate by condemnation with immediate possession:

Mr. and Mrs. Edward Bulmer, 180-182 Champlain Street,
Mr. John Flannery, 201 Champlain Street
Mr. Bernard Kennedy, 73½ Gady Street and Ruxton Alley
Mr. James and Mrs. Mary O'Keefe, 228-30 Frost Avenue
Mr. Andrew Padula, 175 Champlain Street
Mr. George Schraeder, 246 Frost Avenue

Seconded by Commissioner Cooke

Adopted unanimously

RESOLUTION NO. 1
FEBRUARY 18, 1960

By Commissioner Cerulli

Whereas the Board of Education has adopted the policy of naming our elementary schools, wherever practicable, after some worthy and well known citizen of the city or illustrious national figure, or to perpetuate some significant local geographical name, and

Whereas, Clara Barton, a woman of national fame whose early life was spent in the vicinity of Rochester, was the founder of the American Red Cross and a great humanitarian, and

Whereas, her life can be an example and inspiration for young children; therefore be it

Resolved, That Public School No. 2 be, and it hereby is, named the Clara Barton School No. 2.

Seconded by Commissioner Cooke

Adopted unanimously

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D
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X

"G"

March 25, 1959

Mr. John Blank
186 Champlain Street
Rochester 8, New York

Dear Mr. Blank:

The ever increasing school age population in your section of the city has forced the Board of Education to plan for a new elementary school. The fact sheet enclosed with this letter presents the basic information concerning the need for this school.

The area under consideration by the Board of Education for the new school is between Frost Avenue and Cady Street, facing Reynolds Street. This is the central point of the school age population in your area and is about equidistant from the three existing schools in the area.

Since your property is located in the above area, the Board of Education is interested in acquiring it. A representative from the Board of Education will call on you shortly to explain in more detail the various aspects of the Board decision. July 15 has been established as the deadline for the acquisition of the properties needed. In order to insure a fair price an appraisal will be made by an independent appraiser if you have no objections. This appraisal will be made as soon as possible.

If you wish a further explanation or more information, please contact either James McAllister or Robert Baker of the Finance Department of the City School District (LO 2-3200).

Very truly yours,

HCS:h
Enc.

Howard C. Seymour

May 22, 1959

Mr. John Blank
186 Champlain Street
Rochester 8, New York

Dear Mr. Blank:

As indicated in our letter to you dated March 25, 1959, we have obtained an independent appraisal of your property. The appraisal amounts to \$14,850.00. This value is being submitted to you for your information and guidance.

Please submit what you consider a fair offer and it will be presented to the Board of Education at its next meeting.

Very truly yours

JSM:hw

James S. McAllister

[illegible]

Proposed School Site Dooms Many Well-Kent Homes

By BILL RINGLE

They are waiting on the old, spruce-painted stoops, behind the well-trimmed privet hedges.

They are waiting in the tidy, old-fashioned parlors, where duck comes in mid-afternoon and the colic-us leaves and African violets make the windows bright.

In the trim little house at 216 Reynolds St. to which she came as a bride 62 years ago, Mrs. Cora Luchsinger is waiting.

In the butcher shop at Reynolds and Cady streets, which he took over from his father 60 years ago, Benjamin Johnson is waiting.

In the big house with the slate roof at 224 Frost Ave., Mary J. O'Leary is waiting. Irish born, she came there 46 years ago as a bride. "We had it built. That's why you see a good slate roof — like we had in Ireland."

All of them are waiting for the appraiser. They live in the 42 houses that are to be razed down to make a site for a new school at Champlain street and Reynolds, Cady and Frost.

Most are resigned. Some are disheartened. Some are bewildered. Some are all three. Some are indignant. A few welcome the change.

MOST UPSET are the older people. A number live in "cottage" houses — small, one-story or 1½-story dwellings.

Many are convinced that losing their houses will spell the end of home ownership for them. They fear that what they'll get for their dwellings — well kept as they are — will not make a splash in today's market.

Not only are they too old to get mortgage loans, but many are no promise of future income beyond small pensions — savings eked out with Social Security payments. Some are sick, or are caring for chronically ill husbands, or sons.

The old people fear that in utals, or their children's mes or in nursing homes or hospitals, they'll lose the peace of independence they have won.

At 216 Reynolds, Michael Stroh's recitation of the work he has put in on his house, which he has occupied 40 years, is typical of his neighbors' as well. "We built a room back there. Put a cellar under the kitchen. That chimney there is only three or four years old. We remodeled the kitchen last year." He gestures toward the small backyard, with its well-pruned trees and bushes. "We planted fruit trees, those grapevines — I've got the wine in the cellar."

FACING almost as big a hurdle as the old people are the Negro families who have become property owners on Remington, Frost or Champlain street.

They seem to have won the respect of their white neighbors — even of those few who say they had intended to move anyway because "this part of town is getting too many Negroes."

One such man remarked: "I've got to admit the Negroes around here keep their properties up well and keep to themselves."

But the kind of comments most frequently heard are those of the housewife in one of the best maintained places:

"The Negroes that have moved in around here have taken good care of their houses and really fixed them up. And some of those were really run-down. They've helped the neighborhood. They're quiet people and they don't bother me."

Says another: "When they moved in they took a pride in fixing up. They certainly haven't caused us any trouble."

For the Negro homeowners, who had at last found a neighborhood where they were, even grudgingly, respected, the loss of their houses is a bleak prospect. It means more trading around looking for homes in other neighborhoods.

BUT ALL the troubles aren't faced by the very old, or the Negroes. In the little cottage behind the carefully clipped hedges at Frost and Reynolds, Mrs. William E. Saunders is scolding.

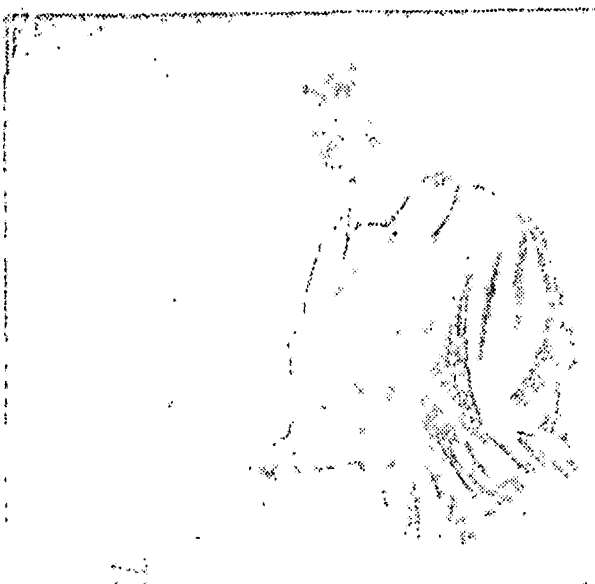
Five years ago the Saunderses bought the little house. "You can't imagine how run down it was then," a neighbor recalled. "They worked terribly hard on it."

Says Mrs. Saunders: "We fixed it all ourselves. Now we've got it so we can live in it and they want to take it. My husband put in the sidewalks, the new chimney, the new gutter pipes, the modern garage doors, the new ceilings, the new doors, the hardwood floors."

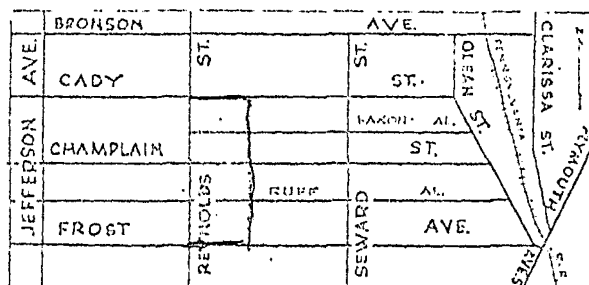
The Saunderses regard this as the third discouraging intrusion of government on their houses.

The first came after World War II, she said, when, because of their loss of income while he was in the service, they couldn't keep their first house. After an interlude of what she describes as substandard and unsatisfactory apartments, they built their own house on Pittsford street, after work and in their spare time.

BUTCHER Benjamin Johnson stands in front of the market which has been in his family since 1870.



DAIRYMAN Andrew Padula owns the Jefferson Dairy, one of 2 businesses which must be removed.



SCHOOL SITE is indicated on this map by the shaded area between Cady street and Frost avenue.

But that was taken for the span house with black trim, Mrs. M. Read boulevard section of the Outer Loop. Then another stretch of dismal apartments followed, she said, before they moved into their present house.

ON CHAMPLAIN ST., at 179, Mrs. Emilio Virgilio says of herself and her husband, a mason:

"We'd hoped to spend our old age here . . . We put so much money, so much work and so much love into this home . . . you for all these things?"

"Some people want to leave here and go into a newer house. But that doesn't make you. And the neighborhood doesn't make you — it's up to you what you make of yourself and your home."

At 246 Frost, in a spic and span house with black trim, Mrs. George Schrader says, "I feel awfully bad about it. It was a terrific shock. I figured we had security here and this was what we could handle."

Some residents see the School Board's decision as athwart other city policies.

"They're trying to get people to 'fix up, clean up and paint up,'" says Walter Scott Sr. of 238 Frost, in an opinion also expressed by Mrs. Saunders. "And they're people."

"Well, here are 42 houses that have been kept up. And here are places where a lot of old people are living in their own houses with mortgages all paid up, and some of them will never be able to buy houses again."

Spokesman Explains
Choice of Site

The reasons the Reynolds street-Frost avenue-Cady street neighborhood was picked for a new school were explained today by business coordinator James S. McAllister of the Board of Education.

The site is the approximate center of a triangle which has its apexes at the already overcrowded Schools 3 at 59 Tremont St., 4 at 192 Bronson Ave. and 19 at 465 Seward St. This is to insure that it would ease the problems in all three.

The fact that it is away from Jefferson avenue, where through traffic is heavier than on Reynolds, played part in the site choice, McAllister said.

Another concern was that a growing residential area should be served by the new school.

"We did not want to move farther east. The Plymouth avenue-Exchange street area seems to be becoming industrial, so there is no chance of its being used increasingly for residential," McAllister said.

Another big factor in picking the site, he said, was the Cumming Report on recreation. It recommended a playground in that area.

"So we had to find an area large enough for a school and a sizable recreation area beside it, with no street intervening."

HE WENT ON:

"It's true that there is a high percentage of old people in that area; that all but eight homes are occupied by owners; that home upkeep and race relations seem excellent.

"But we can't locate schools just for sociological reasons. We have to put them where they'll best serve the children. We're in the 'education business.' In fact, when we sent (notification) letters to them (on March 25), we didn't know the nature of the persons there.

"And isn't it reasonable to take a long-range view — say less than 25 years after the present owners have left—and wonder whether the houses would be as well kept and the neighborhood on as high a level as at present? Might not this be a 'hard core of respectability,' as someone has said, in this area?"

WHY were residents given such short warning—to be out by July 15 when notices only went out March 25 and appraisers haven't yet go around to some houses?

"That we can probably justify least of all," he acknowledged.

"But this was an emergency you might say. There are going to be 900 more school children in that area by September, 1961—that is, above the capacities of the existing schools in the area. A school to handle them should open by September, 1960. To build a school of that size takes about a year.

Finally, McAllister said, they had to wait until the City Council approved a bond issue.

"That gave us only 3 months in which to contact the individuals."

APPENDIX

"H"

CITY SCHOOL DISTRICT
13 Fitzhugh Street South
ROCHESTER 14, NEW YORK
LOcust 2-3200

105

June 2, 1961

To the Parent:


The boundary lines of the new Clara Barton School No. 2 have been planned in such a way as to make it possible for each existing school to accommodate the children from its own district. In establishing the new district lines for the four schools we feel sure that all children will be within walking distance of their own school.

Your home address is in the new School No. 2 district and beginning September 1961 your children are being transferred to that school. The present school will take care of the details for the transfer.

School No. 2 will have the equipment, facilities, and the faculty to provide an excellent instructional program. We sincerely hope that the parents and children will be as proud of this new school as the Board of Education is in making it available.

Later in the summer you will receive from Mr. Rodney L. Peterson, the principal, a plan of the building, showing the rooms to which your children will report and the entrances to be used.

Sincerely yours,


Acting Superintendent

JSW:bm

CITY SCHOOL DISTRICT

13 Fitzhugh Street South

ROCHESTER 14, NEW YORK

LOcust 2-3200

August 28, 1961

Dear Parents,

I should like to take this opportunity to express my appreciation for the privilege of working with your children at Clara Barton School, Number 2.

The opening of a new school in a new district will not be without problems. I shall appreciate your cooperation and understanding as we work together to solve these problems.

A WORD OF CAUTION! Many of the boys and girls will be coming to school on streets that may not be familiar to them. Please tell them to use the cross walks and to obey the members of the safety patrol who will be on duty at their posts near the school.

Please note that school begins Wednesday, September 6, at 8:45 A.M. For the opening week of school pupils will report in the mornings only.

Enclosed is a card addressed to your child showing his assignment for this coming year. Please save this card and have him bring it with him on the opening day of school.

You will also find enclosed a floor plan showing the location of your child's room. You may wish to keep this for future reference.

I look forward to meeting each of you and hope you will find it possible to meet your child's teacher early in the year.

Sincerely yours,

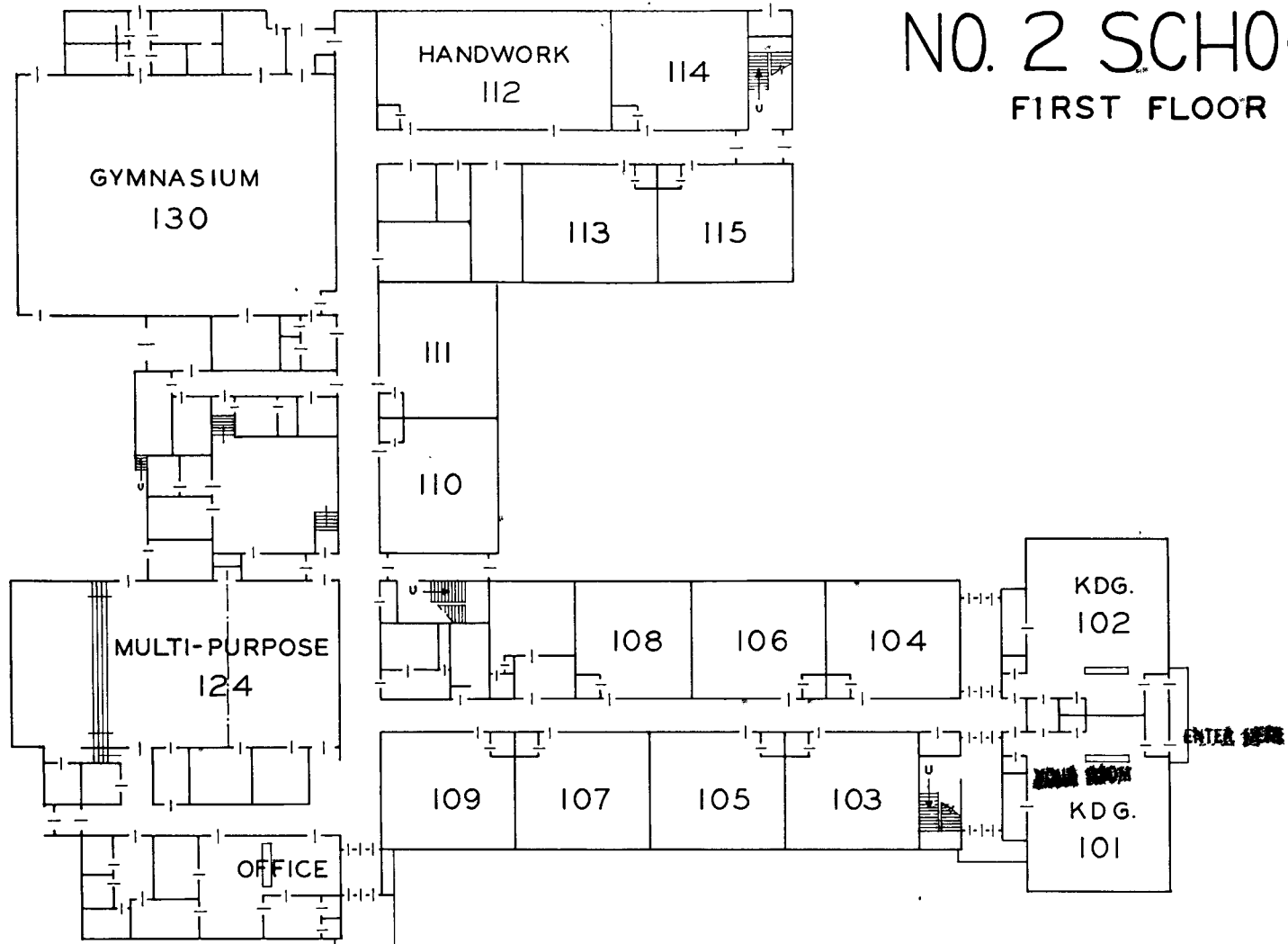
Rodney L. Peterson
Rodney L. Peterson
Principal

Enclosures

NO. 2 SCHOOL

FIRST FLOOR

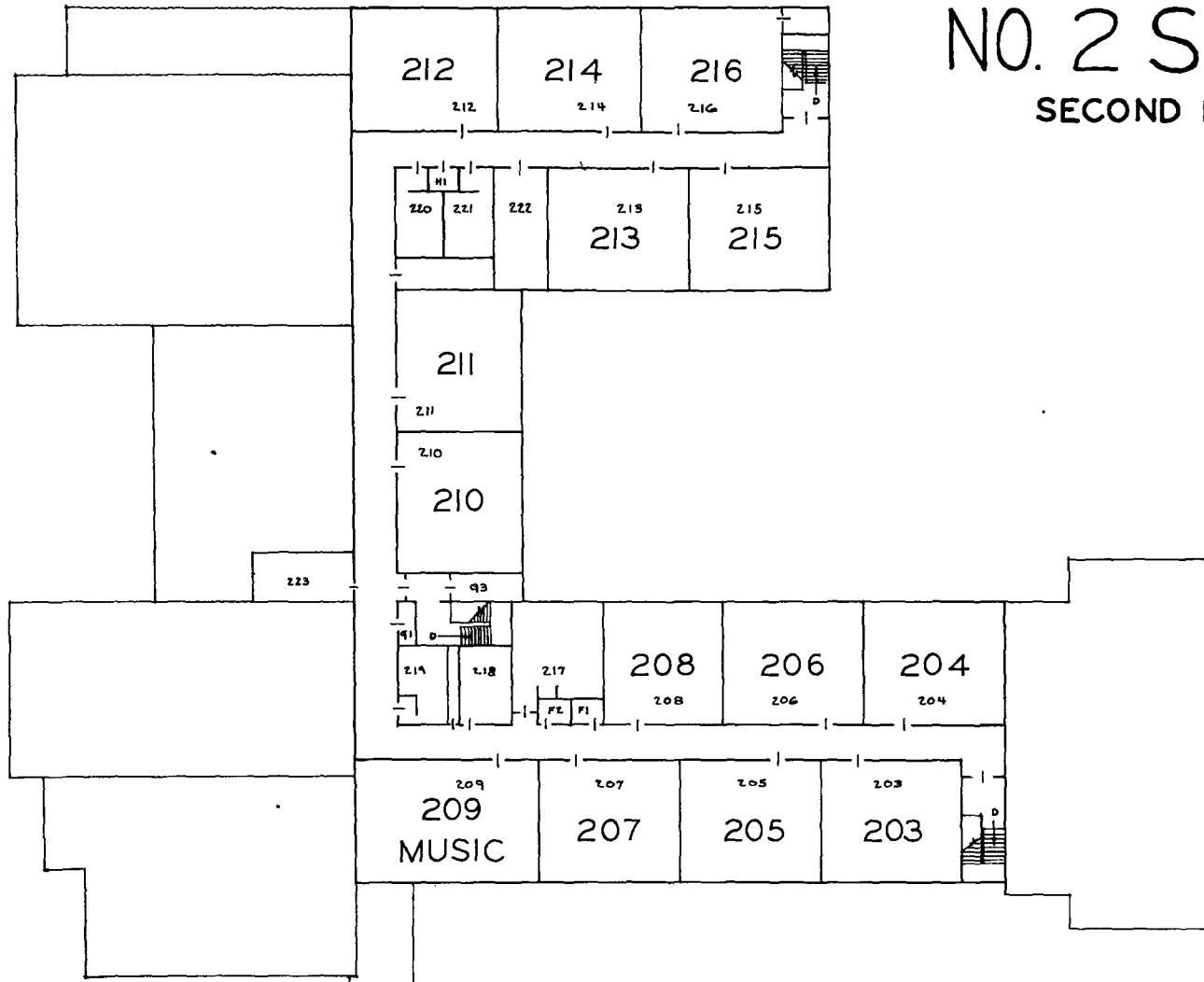
CADY STREET



MAIN ENTRANCE

REYNOLDS STREET

CADY STREET



NO. 2 SCHOOL

SECOND FLOOR

REYNOLDS STREET

Dear _____

Welcome to Number 2 School

Your teacher's name is _____.

The number of your room is _____.

You are to report to school Wednesday morning,
September 6, at 8:45 A.M.

PLEASE BRING THIS CARD WITH YOU.

A
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"I"

CAPITAL FUND ORDINANCE 59-93

NO. 2 SCHOOL

BUILDING COSTS

Total Appropriated

\$ 1,225,000.00

Contracts Awarded:

Le Chase Company	859,339.00
Additions	<u>9,822.50</u>

\$ 869,161.50

Deductions	869,161.50
	<u>10,881.00</u>

858,280.50

Cashette Electric	74,062.00
Wright & Alexander	64,867.00
Additions	<u>253.40</u>

65,120.40

A. J. Heingle	134,955.00
Additions	<u>6,712.40</u>

141,667.40

TOTAL

1,139,130.30

85,869.70

Other Costs to Date:

Pittsburgh Testing - Borings	323.60
Nolan Mitchell - Consulting	50.00
Architects Fees - C. ADE	50,995.04
Blueprints - C. ADE	424.05
C. E. Smith - Salary thru Feb., 1961	<u>7,033.24</u>

TOTAL

58,825.93

58,825.93

BALANCE

\$ 27,043.77

RJB 3/7/61

CAPITAL FUND ORDINANCE 59-93

NO. 2 SCHOOL

EQUIPMENT COSTS

Total Appropriated \$ 75,000.00

Contracts Awarded To Date:

School Equipment - Chairs	1,769.00
National Contract Supply - Furniture	16,548.74
B. Dworski - Wood Cabinets	2,405.85
Yawman & Erbe Mfg. - Desks, Tables,	
Filing Cabinets	<u>6,035.85</u>

26,759.44

BALANCE

\$ 48,240.56

RJB 3/7/61

EBB 3/7/61